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ABSTRACT

Prepared in accordance with the Saskatchewan Human Rights Code (SHRC), this report details the status of educational equity as of 1994-95 at the four institutes of the Saskatchewan Institute of Applied Science and Technology (SIAST). Following an executive summary, part 2 outlines the organization of SIAST's Educational Equity Program (EEP), while part 3 lists the student groups designated as underrepresented in the SIAST student body: students of Aboriginal descent, disabled, visible minorities, and women. Part 4 provides data on the participation of these groups at the four SIAST campuses with respect to applications received, enrollment, graduation, withdrawal, and employment after graduation. Part 5 lists the percentages of these groups in the province as a whole, part 6 describes SIAST's long-term goals with respect to their participation, and part 7 describes trends in the groups' enrollment over the past 5 years. Part 8 describes SIAST's equity policy, detailing the roles and responsibilities of staff, while part 9 lists the EEP's broad goals and objectives for 1994-95. Part 10 summarizes the activities of SIAST's Education Equity Committee to achieve these goals and objectives, while parts 11 and 12 describe partnerships between SIAST and the Saskatchewan Indian Institute of Technologies and Dumont Technical Institute. Finally, part 13 describes the purpose of the Education Equity Special Fund and resulting projects at SIAST's four campuses, while section 14 summarizes activities undertaken in 1994-95 to meet SHRC conditions. Appendixes provide a glossary, tables on student group participation by campus, and detailed information on SIAST equity policies and goals. (HAA)

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ED 398 981

Saskatchewan Institute of Applied Science and Technology

Education Equity Program

Annual Monitoring Report

July 1, 1994 - June 30, 1995

Submitted to

The Saskatchewan Human Rights Commission

August 31, 1995

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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SIAST
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September 6, 1995

Ms. Pat Danforth
Education and Equity Advisor
Saskatchewan Human Rights Commission
Third Floor, 1942 Hamilton Street
Regina, Saskatchewan
S4P 3V7

Dear Ms. Danforth:

I have the pleasure of submitting the SIAST Education Equity Program Annual Monitoring Report (July 1, 1994 - June 30, 1995) in accordance with the provisions of The Saskatchewan Human Rights Code.

The report includes an update on the implementation plan as well as detailed information on the progress, difficulties, and proposed changes that have been addressed in the past year.

Our activities in 1994-95 were based on the goals and objectives that were developed by the SIAST Education Equity Committee and approved by the SIAST Management Team. My colleagues and I believe that the achievements to date reflect the commitment and dedication of SIAST to ensure a comprehensive Education Equity Plan for the entire institution and for all targeted equity groups.

The SIAST Education Equity Committee looks forward to having the opportunity to meet with the Human Rights Commission to discuss upcoming plans for 1995-96 academic year.

Yours truly,

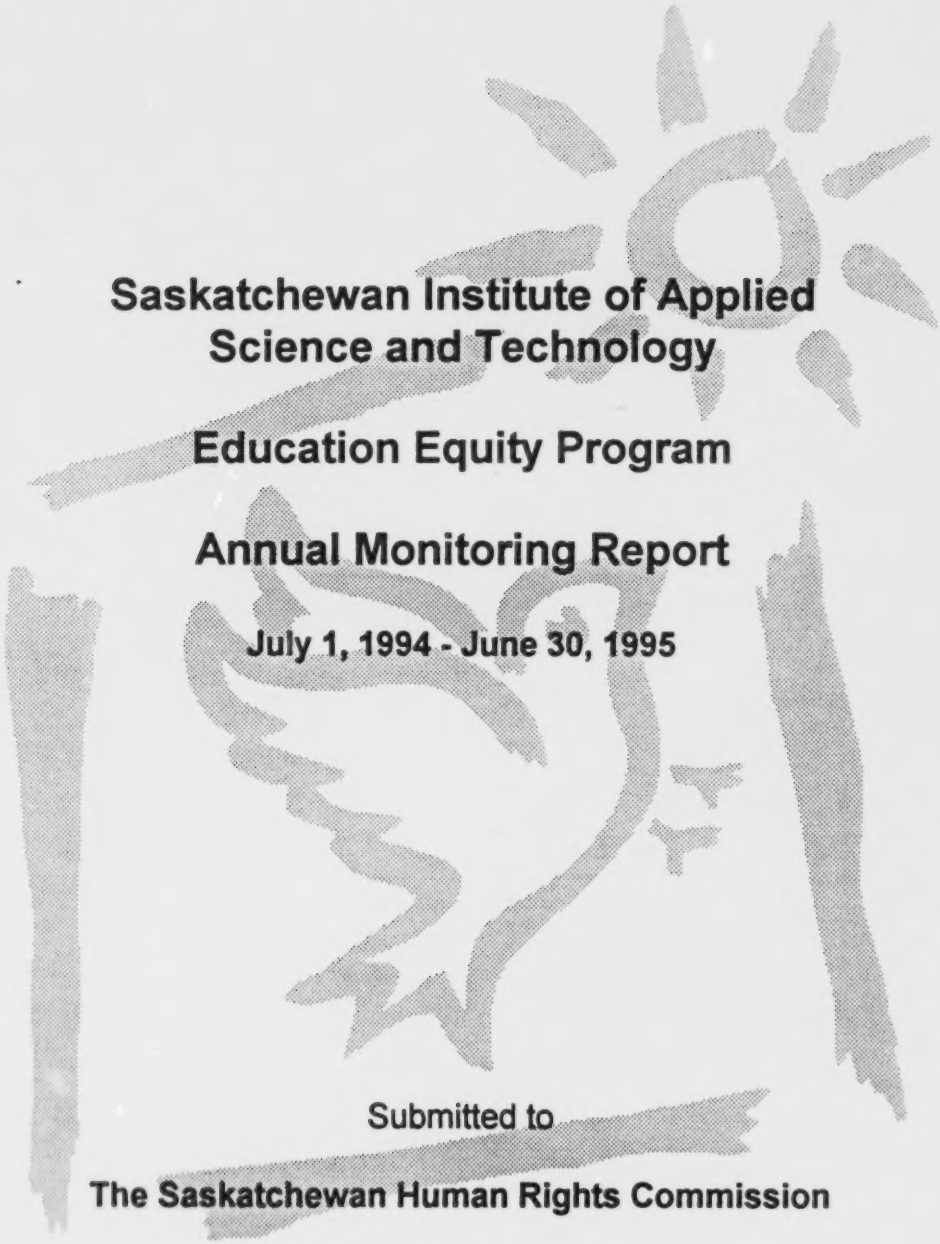
Art Knight
President

Saskatchewan Institute of Applied Science and Technology

Education Equity Program

Annual Monitoring Report

July 1, 1994 - June 30, 1995



Submitted to

The Saskatchewan Human Rights Commission

August 31, 1995

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EDUCATION EQUITY PROGRAM

ANNUAL MONITORING REPORT

July 1, 1994 - June 30, 1995

1. EXECUTIVE SUMMARY

The Monitoring Report describes activities and issues of Saskatchewan Institute of Applied Science and Technology's (SIAST) Education Equity Program for 1994-95. The report is organized as follows:

1.2 Sponsor

This section describes the scope of SIAST's Education Equity Program and discusses the responsibilities of the Board, SIAST Management Team (SMT), the Principal responsible for the Education Equity Program, the Institutes and SIAST Education Equity Committees.

1.3 Designated Student Groups

The four groups designated as under represented in the workforce (and post secondary student population) in Saskatchewan are listed.

1.4 Organization Analysis

This section includes tables which show the participation of designated group students as applicants, enroled, graduates, completers, and leavers for the 1994-95 academic year and analyzes the statistics. It is noted that since self identification is voluntary, the statistics are somewhat incomplete.

1.5 Saskatchewan Community Analysis

The percentage of the four designated groups in the Saskatchewan working population is listed.

1.6 Long Term Designated Student Group Participation Goals

This section describes the 1994-95 and long term goals for participation of designated group students in SIAST programs.

1.7 Designated Group Student Participation Trends

This section graphically depicts the five year enrolment trends of designated group students. The enrolment trends are also described numerically in tables. It is in this section that the participation of women over the last four academic years is described and analyzed.

1.8 Organization of Education Equity

In this section the organization of the Education Equity Program is described by the organization chart, through descriptions of the SIAST and Institute Education Equity Committees, and by the roles and responsibilities of staff. The functions of the four Aboriginal Student Activity Centres and the Equity Services Unit at one of the Institutes concludes the organization structure.

1.9 Broad Goals and Objectives

Broad Goals and Objectives are established annually for the SIAST Education Equity Program. They are listed in this section.

1.10 Report of the 1994/95 Special Measures

This section summarizes the activities of the SIAST Education Equity Committee and describes the myriad of activities occurring in recruitment, admissions, retention, follow up, and staff development. These activities, which are common to every institute, often occur through the use of SIAST Special Funds.

1.11 Academic Partnership Between SIAST and the Saskatchewan Indian Institute of Technologies (SIIT)

This section describes ongoing programming between SIAST and SIIT. This partnership agreement continues to result in new program development.

1.12 Federation Agreement Between SIAST and the Dumont Technical Institute (DTI)

This section describes the agreement signed in June 1994, and provides information on numbers of programs offered.

1.13 Education Equity Special Fund

The purposes of the $500,000 Special Fund, and resulting projects are described. The reader will note the broad scope and uniqueness of projects at both the institute and SIAST levels. This fund continues to provide the Education Equity Program with the flexibility to meet previously unanticipated needs and to develop new initiatives.

1.14 Terms and Conditions for the Continued Approval of the Education Equity Program at SIAST (Saskatchewan Institute of Applied Science and Technology)

The final section of the report summarizes the broad range of activities and issues arising in 1994-95. It is provided for the convenience of the Commissioners in determining progress made in meeting the Terms and Conditions.

2. SPONSOR

2.1 Organization

The sponsor organization for the Education Equity Program continues to be the Saskatchewan Institute of Applied Science and Technology (SIAST). The program applies to students in certificate/diploma programs offered at the four institutes: Kelsey Institute, Saskatoon; Palliser Institute, Moose Jaw; Wascana Institute, Regina; and Woodland Institute, Prince Albert. For 1994-95, the program expanded to formally include Adult Basic Education programs, and informally include Extension programming and Apprenticeship.

2.2 Responsibility

The SIAST Board of Directors determines SIAST policy and direction for the Education Equity Program. The SIAST Management Team designated Palliser as the institute responsible to administer Education Equity policy and procedures in 1993-94. This assignment of responsibility continued in 1994-95.

The SIAST Education Equity Committee reports and makes recommendations to the principal responsible for Education Equity, who in turn recommends actions and policies to the SIAST Management Team (SMT) and the Board. The institute education equity committees report and make recommendations to the institute principal, who is responsible for implementing and monitoring the program at each institute. Representatives from the institute committees sit on the SIAST Education Equity Committee.

3. DESIGNATED STUDENT GROUPS

The Education Equity program will continue to establish goals and implement measures to achieve a representative student body in SIAST on-campus certificate/diploma programs with a particular focus on:

- **students of aboriginal ancestry;**
- **students with disabilities;**
- **students of visible minorities; and**
- **women.**

4. ORGANIZATION ANALYSIS (covering the period July 1, 1994 - June 30, 1995)

The SIAST organizational analysis and Saskatchewan community analysis are the measures used in determining designated group student representation levels. The Education Equity Program annual goals, long term goals, and special measures are determined in reference to the designated group student representation levels.

The organizational analysis is based on statistics provided by the institutes' registrars. It is drawn from information provided on the application form, including the self-identification section, and from the student record system. Information about self-identification was provided to faculty, staff, applicants and students. However, because self-identification is voluntary, not all designated group students chose to self-identify, and therefore the participation may be under represented.

An organization analysis of designated group students by institute follows.

4.1 Designated Group Student Participation by Institute Division

The following tables show the number and percentages of designated group student applications, enrolments, graduates, and withdrawals in 1994-95. For a definition of each of these terms, please refer to Appendix A. The percentages express the proportion of each designated group compared to the total number of student applications, enrolments, graduates, and withdrawals. In the tables, programs are grouped according to the same classification used for the SIAST Annual Report and for Statistics Canada. A closer look at women's participation in predominantly male programs is discussed in Section 4.2.

For a detailed breakdown of designated student group participation for each certificate or diploma program refer to Appendix B.

From 1994-95 onward, tables for completers are no longer provided. Students who do not graduate and have not left the program are considered continuing students. Data on continuing students was not reported in 1994-95.

Table A is a summary of designated group student application levels by institute divisions for the period July 1, 1994 - June 30, 1995.

TABLE A: SIAST-wide Applications by Designated Group Students (1994-95)

Institute and Division	*Total*	*Aborig*	*%*	*St/w Dis*	*%*	*Fem*	*%*	*Vis Min*	*%*
Kelsey									
Hlth Sc - C/ Ser	1773	189	11%	72	4%	1378	78%	27	2%
Ind & Eng Tech	1305	80	6%	43	3%	128	10%	27	2%
TOTAL	**3078**	**269**	**9%**	**115**	**4%**	**1515**	**49%**	**54**	**2%**
Palliser									
Business	1529	56	4%	16	1%	847	55%	9	1%
Engineering Tech	1032	15	1%	6	1%	152	15%	8	1%
Industrial Tech	476	25	5%	13	3%	44	9%	6	1%
TOTAL	**3037**	**96**	**3%**	**35**	**1%**	**1043**	**34%**	**23**	**1%**
Wascana									
Agriculture	59	5	8%	3	5%	7	12%	-	-
Health Sciences	1380	64	5%	40	3%	1031	75%	16	1%
Ind Tech/Bus	953	89	9%	57	6%	444	*47%	22	2%
TOTAL	2392	158	7%	100	4%	1482	62%	38	2%
Woodland									
Applied Arts	48	10	21%	3	6%	26	54%	-	-
Business	266	90	34%	5	2%	199	75%	-	-
Community Serv	215	67	31%	2	1%	149	69%	-	-
Industrial Trades	443	177	40%	14	3%	129	29%	2	0%
Resources	99	23	23%	5	5%	20	20%	-	-
TOTAL	**1071**	**367**	**33%**	**29**	**3%**	**523**	**49%**	**2**	**0%**
SIAST TOTAL	**9576**	**890**	**9%**	**279**	**3%**	**4563**	**48%**	**117**	**1%**

■ *Shaded percentages indicate that 1994-95 participation goals have been met or exceeded.*
* *Includes Office Education*

Table B is a summary of designated group student enrolment levels by institute divisions for the period July 1, 1994 - June 30, 1995.

TABLE B: SIAST-wide Enrolments by Designated Group Students (1994-95)

Institute and Division	*Total*	*Aborig*	*%*	*St/w Dis*	*%*	*Fem*	*%*	*Vis Min*	*%*
Kelsey									
Hlth Sc - Com Ser	835	88	11%	44	5%	631	76%	11	1%
Ind & Eng Tech	590	34	6%	28	5%	44	7%	10	2%
TOTAL	**1425**	**122**	**9%**	**72**	**5%**	**675**	**47%**	**21**	**1%**
Palliser									
Business	885	20	2%	9	1%	490	55%	6	1%
Engineering Tech	613	7	1%	9	1%	78	13%	2	0%
Industrial Tech	240	7	3%	8	3%	24	10%	-	-
TOTAL	**1738**	**34**	**2%**	**26**	**1%**	**592**	**34%**	**8**	**0%**
Wascana									
Agriculture	39	2	5%	1	3%	5	13%	-	-
Health Sciences	792	49	6%	39	6%	544	88%	8	1%
Ind & Tech	430	35	8%	55	13%	85	20%	8	.02%
Business	374	47	13%	27	7%	362	97%	3	1%
TOTAL	**1635**	**133**	**8%**	**125**	**8%**	**1064**	**65%**	**19**	**1%**
Woodland									
Applied Arts	74	9	12%	4	5%	39	53%	-	-
Business	317	75	24%	17	5%	245	77%	-	-
Community Serv	218	51	23%	7	3%	131	60%	-	-
Industrial Trades	458	168	37%	18	4%	97	21%	-	-
Resources	73	22	30%	1	1%	20	27%	-	-
TOTAL	**1140**	**325**	**29%**	**47**	**4%**	**532**	**47**	**-**	**-**
SIAST TOTAL	**5938**	**614**	**10%**	**270**	**4%**	**2863**	**48%**	**48**	**1%**

▨ *Shaded percentages indicate that 1994-95 participation goals have been met or exceeded.*

Table C is a summary of designated group student graduation levels by institute divisions for the period July 1, 1994 - June 30, 1995.

TABLE C: SIAST-wide Graduates by Designated Group Students (1994-95)

Institute and Division	*Total*	*Aborig*	*%*	*St/w Dis*	*%*	*Fem*	*%*	*Vis Min*	*%*
Kelsey									
Hlth Sc - Com Ser	419	31	7%	21	5%	325	78%	1	0%
Ind & Eng Tech	311	17	5%	10	3%	22	7%	5	2%
TOTAL	**730**	**48**	**7%**	**31**	**4%**	**347**	**48%**	**6**	**1%**
Palliser									
Business	299	6	1%	1	0%	139	46%	1	0%
Engineering Tech	140	-	-	1	1%	11	8%	-	-
Industrial Tech	157	4	3%	3	2%	16	10%	-	-
TOTAL	**596**	**10**	**2%**	**5**	**1%**	**166**	**28%**	**1**	**-**
Wascana									
Agriculture	21	1	5%	0	0%	3	14%	-	-
Health Sciences	400	24	6%	12	3%	305	76%	4	1%
Ind Tech/Bus	245	17	7%	20	8%	134	*55%	-	-
TOTAL	**666**	**42**	**6%**	**32**	**5%**	**442**	**66%**	**4**	**1%**
Woodland									
Applied Arts	10	2	20%	-	-	1	10%	-	-
Business	55	4	8%	2	4%	43	78%	-	-
Community Serv	70	11	16%	1	1%	45	64%	-	-
Industrial Trades	137	39	28%	6	4%	31	23%	-	-
Resources	21	5	24%	-	-	3	14%	-	-
TOTAL	**293**	**61**	**21%**	**9**	**3%**	**123**	**42%**	**-**	**-**
SIAST TOTAL	**2285**	**161**	**7%**	**71**	**3%**	**1078**	**47%**	**11**	**.45%**

□ *Shaded percentages indicate that 1994-95 participation goals have been met or exceeded.*
* *Includes Office Education*

Table D is a summary of designated group student leaver levels by institute divisions for the period July 1, 1994 - June 30, 1995.

TABLE D: SIAST-wide Withdrawals by Designated Group Students (1994-95)

Institute and Division	*W/dra Total*	*Aborig*	*%*	*St/w Dis*	*%*	*Fem*	*%*	*Vis Min*	*%*
Kelsey									
Hlth Sc - Com Ser	62	11	18%	6	10%	47	76%	1	2%
Ind & Eng Tech	49	6	12%	5	10%	0	0%	2	4%
TOTAL	**111**	**17**	**15%**	**11**	**10%**	**47**	**42%**	**3**	**3%**
Palliser									
Business	72	3	4%	3	4%	36	50%	1	1%
Engineering Tech	61	1	2%	1	2%	6	10%	-	-
Industrial Tech	23	2	9%	-	-	3	13%	-	-
TOTAL	**156**	**6**	**4%**	**4**	**3%**	**45**	**29%**	**1**	**1%**
Wascana									
Agriculture	8	1	13%	-	-	-	-	-	-
Health Sciences	103	15	15%	12	12%	75	73%	-	-
Ind Tech/Bus	211	33	16%	22	10%	131	62%	5	2%
TOTAL	**322**	**49**	**15%**	**34**	**11%**	**206**	**64%**	**5**	**2%**
Woodland									
Applied Arts	12	2	17%	1	8%	7	58%	-	-
Business	78	22	28%	2	3%	51	65%	-	-
Community Serv	40	14	35%	1	3%	28	70%	-	-
Industrial Trades	93	53	57%	5	5%	12	13%	-	-
Resources	9	3	33%	-	-	-	-	-	-
TOTAL	**232**	**94**	**41%**	**9**	**4%**	**98**	**42%**	**-**	**-**
SIAST TOTAL	**821**	**166**	**20%**	**58**	**7%**	**396**	**48%**	**9**	**1%**

Students who are not captured in the previous four tables are considered to be "continuing" in their program. This may include students who are part-time students, part-program students, or those who periodically stop and later re-start training.

4.2 Participation Analysis

When considering the designated student group participation numbers, it is important to note that they are based on **voluntary identification** by the students themselves. A decrease in participation percentages may not necessarily mean that fewer students of this designated group are present. It may also mean that students feel no need to identify themselves as a designated group member. At some institutes there appears to be evidence to support this assumption. Students know that education equity services are available and access them when needed, but have not self-identified on the application form. Therefore, the **numbers and percentages on the tables represent the minimum number** of students in those groups, the actual **may be much higher.**

It is also important to note that numbers of enroled, graduating and withdrawn students are those numbers of students collected on a certain day in a reporting period. Some students may actually complete admission or graduation requirements, or formally withdraw after that date. They would then be counted on enrolment , graduation or withdrawal reports in the subsequent academic year in which they complete those requirements, or withdraw.

SIAST is now starting to capture information on education equity students in Extension and Adult Basic Education. The data is not yet available consistently. Generally speaking, aboriginal participation in Adult Basic Education (ABE) programming far exceeds the stated short term participation goals.

SIAST does not select apprenticeship students; they are assigned to Level I - IV and upgrading training by the Apprenticeship Branch.

4.2.1 Analysis of Enrolment

SIAST

For SIAST overall the participation of aboriginal students has increased from 8.7% in 1993-94 to 10% in 1994-95.

Kelsey

- total student enrolment decreased to 1425 from 1504, in 1993-94. This decrease in part is explained by the decrease in capacity intakes for the Diploma Nursing program.
- aboriginal student enrolment increased to 122 or 9% of total enrolment in 1994-95 from 113 or 7.5% in 1993-94.
- the total number of students with disabilities who self-identified was 5.1%, or 72 out of 1425 Kelsey students.

- the enrolment of students with disabilities increased in industrial and engineering programs from 3.8% in 1993-94 to 5% of the total enrolment in 1994-95.
- the total number of visible minority students who self-identified were 1%, or 21 out of the total enrolment of 1425.
- the enrolment of women in predominantly male programs decreased from 9% in 1993-94 to 7% in 1994-95.
- women's enrolment increased significantly in the second year of three technology programs: in CAD/CAM it increased from 24% to 31%, in Computer Systems Technology from 33% to 44% and in the Industrial Engineering Electronics program it increased from 12% to 20%.

Palliser

- total student enrolment increased slightly from 1727 in 1993-94 to 1738 in 1994-95.
- aboriginal student enrolment decreased from 50 or 2.9% in 1993-94 to 34 or 2% of total enrolment in 1994-95.
- the enrolment of students with disabilities declined to 1% from 3.5%.
- the enrolment of women in predominantly male programs increased to 34%, up from 26.8% the previous year.
- 10% of students in industrial programs and 13% of students in engineering technology programs were women.
- eight visible minority students self-identified.

The numbers reported above are only for those students who self-identified on the application form. Several students did not self-identify, but requested the services of education equity. In 1995-96, Palliser will implement a procedure for student self-declaration after admission, so upcoming reports can more accurately reflect student numbers. The following numbers of students received services in 1994-95:

aboriginal	39 (34 had self-identified)
disabled	57 (only 26 had self-identified)
visible minority	39 (only 8 had self-identified)
women (non-traditional)	96

Wascana

- a drop in total enrolment is in part due to the decrease in capacity intakes for the Diploma Nursing program. Total enrolment dropped from 1693 in 1993-94 to 1635 in 1994-95.
- aboriginal student enrolment grew from 108 to 133, increasing the percentage of total enrolment to 8%, from 6.4% in 1993-94.
- the percentage of enroled students with disabilities increased from 6.6% to 8%, or from 112 in 1993-94 to 125 in 1994-95.
- 19 visible minorities students self-identified for 1% of total student enrolment.
- the enrolment of women remained at 65%; this high proportion is related to the predominance of health programs at Wascana.
- the participation of women in industrial/technical programs was 20%, up from 17.8% the previous year.

Woodland

- total student enrolment was up from 1,108 in 1993-94 to 1,140.
- aboriginal student enrolment increased from 253 to 325 or from 23% to 29% of total student enrolment.
- the percentage of students who self-identified as having a disability was 4%. This is close to the percentage of total enrolment for 1993-94, of 4.9%.
- the percentage of women in enroled in 1994-95 was 47%, again similar to the 1993-94 percentage 48%.
- no visible minority students self-identified in 1994-95.

4.2.2 Analysis of Application to Enrolment

It is important to note that application statistics reflect the application activity that occurred within a given academic year, or the total number of applicants who were counted during an academic year. Applicants are normally accepted into future years as enroled students and would then graduate one, two or three years later. Applicants are not necessarily the same people who subsequently enrol. In most cases, applicants would enrol in the next academic year.

Presently, there is not enough longitudinal data to report on the rate of progress of particular groups of students from application, through to enrolment, and subsequent graduation or withdrawal.

Kelsey

The proportion of designated group applicants are very similar to the proportion of designated group persons who enrol. This means that the applicants from the four designated groups are accepted into programs at the same rate as all other applicants.

- 9% of all applicants were aboriginal and 9% of all enroled students were also aboriginal.
- 11% of all applicants in Health, Sciences and Community Services were aboriginal, as were 11% of all students enroled in this division.
- The same percentage of visible minority students applied as were later enroled.
- 10% of all applicants to Industrial and Engineering Technology programs were women. 7% of enroled students in these programs were women.

Palliser

The proportion of designated group applicants compared to the proportion of designated group enroled students was similar at Palliser also.

- 3% of applicants were aboriginal and 2% of enroled students were aboriginal.
- 35 disabled students applied and 26 were enroled; a ratio of 1.3 compared to the overall ratio of 1.8 applicants to enroled students.
- women comprised 34% of total applicants and also 34% of all enroled students.
- 15% of these women applied to Technology programs while 13% of enroled Technology students were women.
- the Industrial programs saw the reverse; a smaller percentage of women applied (9%) than were enroled (10%).

Wascana

- 7% of all applicants were aboriginal compared to 8% of all enroled students.
- 4% of applicants were students with disabilities, and 8% of enroled students were those with disabilities.
- 62% of all applicants were women, and 65% of all enroled students were women.

Woodland

- 34% of all applicants were aboriginal; whereas 29% of all enroled students were aboriginal.
- 3% of all applicants were students with a disability, compared to 4% of total student enrolment.
- 49% of all applications in 1994-95 were from women, while 47% of all enroled students were women.

The certificate and diploma programs at Woodland offer a continuous application period, allowing applicants to remain on a wait list from one academic year to the next. They could be counted as applicants for more than one year, depending on availability of start date.

4.2.3 Analysis of Enrolments to Graduates

Kelsey

- 9% of all enroled students were aboriginal, while 7% of all graduates were aboriginal.
- in the Industrial Division 6% of all enroled students were aboriginal, compared to 5% of all graduates.
- in the Health, Sciences and Community Services Division 11% of all enroled students were aboriginal, while 7% of all graduates were aboriginal.
- the enrolment and graduation rates of students with disabilities, women and visible minority students did not differ significantly from the graduation rate for all students. Students from these groups did just as well as all other students.

Palliser

- of all students graduating from Palliser, 2% were aboriginal; this is the same proportion as the percentage of aboriginal students who enroled. The graduation rate of aboriginal students was also on par with that of the total student body.
- 1% of all students who enroled and later graduated were students with disabilities.
- women comprised 34% of all enroled students, and 28% of graduates.
- from the Industrial Division women graduated in the same proportion in which they enroled, 10%.
- in the Technology Division 13% of all enroled were women, and 8% of all graduates were women. It is not known whether these students representing that difference withdrew or are simply continuing their program.

Wascana

- 8% of all enroled were aboriginal students, compared to 6% of graduating aboriginal students. It is not known whether the students who did not graduate withdrew or are simply continuing their program.
- there were no significant differences between the percentage of female graduates and the percentage of women enroled, 65% enroled, 66% graduated.

- 5% of students with disabilities graduated, compared to 8% of total enrolment. Again, it is not known whether the students who did not graduate withdrew or are simply continuing their program.
- for visible minorities students, the enrolment and graduation rates were the same, 1%.

Woodland

- 21% of all graduates at Woodland were aboriginal, cand were aboriginal, compared to 18% of aboriginal gradu 1993-94.
- the reason for the differences between the graduation rate for aboriginal students, 21%, the enrolment rate of 29% is unclear. The continuous intake process which can admit people to programs up to the last day of the academic year may be a contributing factor to the discrepancy.
- a higher percentage of female students graduated than enroled; 45% of all graduates were female compared to 41% of students who enroled.
- 4% of all enroled were students with disabilities, compared to 3% of total graduates.

4.2.4 Analysis of Graduates to Employment

For the last four years, SIAST has tracked the employment status of aboriginal graduates six months after graduation. The data of aboriginal graduates who self-identified on the questionnaire are then compared to the data from all SIAST graduates.

In 1994, 72% of aboriginal graduates had found employment six months after graduation compared to 78% of all graduates. 12% of aboriginal students were not actively looking for work, compared to 10% overall. Most were returning for further education or staying home to raise a family. At the time of the survey, 16% of aboriginal graduates were still looking for employment compared to 12% overall. About half of these had already found some work at some time since graduation, usually seasonal but were not working at the time they completed the survey.

However, once aboriginal graduates found employment, the salary level was comparable to other graduates. Most employment was in training related occupations.

About 11% of the aboriginal graduates found employment on reserves. The majority of those who found work (55%), were located in Saskatoon or Regina.

The differences in unemployment rates between aboriginal graduates and all SIAST graduates has ranged from 3-4% for each of the four studies, 1991, 1992, 1993 and 1994. In the Saskatchewan population at large, this difference is as much as 20%. The unemployment rate for Saskatchewan aboriginal residents was 27% compared to 7% for all other Saskatchewan residents (from the Statistics Canada 1991 Aboriginal Peoples Survey). Education and training is definitely narrowing the gap for SIAST aboriginal graduates.

Aboriginal graduates are the only designated group for which meaningful employment data is available at present. The sample of women students in predominantly male programs may soon become large enough to enable SIAST to analyse their employment statistics. The samples of students with disabilities and of visible minorities are still too small for valid and reliable analysis for statistically significant variances.

5. SASKATCHEWAN COMMUNITY ANALYSIS

The percentage of working age designated group members in the general Saskatchewan community is as follows:

- **persons of aboriginal ancestry, 12.2%;**
- **persons with disabilities, 9.7% *(visible disability and those requiring accommodation)*;**
- **persons of visible minorities, 5.1% Regina, 4.7% Saskatoon, 2.6% Moose Jaw/Prince Albert**
- **women in the workforce, 44.9%*(as of June 1994)*.**

This data is provided by the Saskatchewan Human Rights Commission.

6. *DESIGNATED* GROUP STUDENT PARTICIPATION GOALS

SIAST defines its long-term goal of achieving a representative student body, reflecting Saskatchewan Human Rights Commission community analysis and regional variations in the distribution of designated group populations.

The 1994-95 participation goals are listed below in relation to the long term goals. In order to achieve these goals, a percentage of seats are allocated for some designated group students. See Section 10.3.2 for a discussion of seat allocations in 1994-95.

TABLE F: Designated Group Student Participation Goals

Designated Group Students	*1994-95 Goals*	*Long Term Goals*
Students of Aboriginal Ancestry		12.2%
- Kelsey, Palliser, Wascana Institutes	12.2%	
- Woodland Institute	20.0%	
Students with Disabilities	3.0%	9.7%
Female Students		
- Overall	45.0%	50.0%
- Technical Programs	30.0%	50.0%
- Industrial Programs	10.0%	50.0%
Students of Visible Minorities		
- Kelsey	n/a	4.7%
- Palliser	n/a	2.6%
- Wascana	n/a	5.1%
- Woodland	n/a	2.6%

7. FIVE YEAR ENROLMENT PARTICIPATION TRENDS

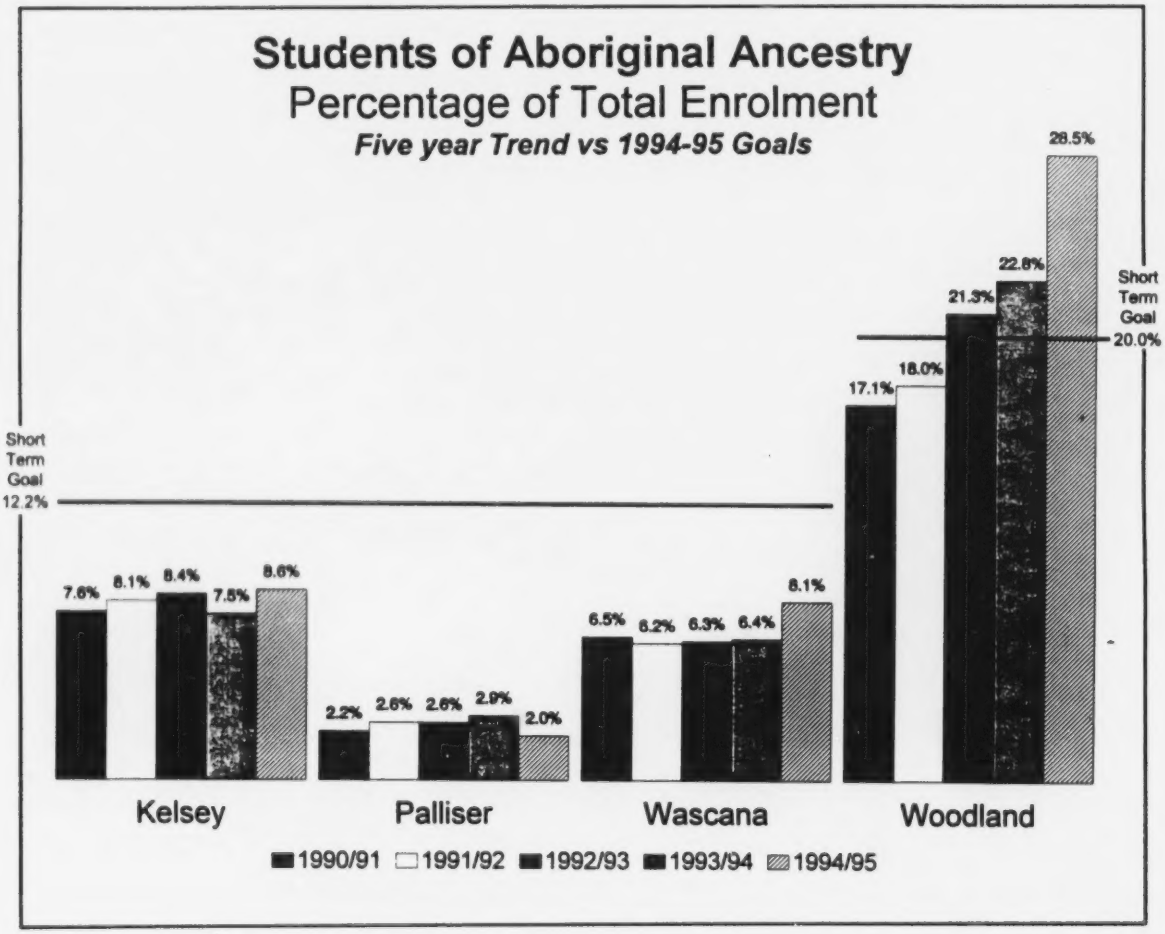
This section shows the trends in participation of designated group students as a percentage of total enrolment over the last five years. These trends are depicted graphically in Figures 1, 2, and 3. The percentages of total enrolment are confined to on-campus certificate and diploma programs. ABE programs were formally integrated with education equity in 1994/95. Apprenticeship and Extension programming are not presently formally integrated into the program. Education Equity services have always been informally available to these three program areas, but statistical data is not yet available.

7.1 Enrolment Trend of Students of Aboriginal Ancestry

The short term participation goal for aboriginal students is 12.2% for three institutes and 20% for Woodland Institute.

Woodland has exceeded that goal for the last three years. Kelsey and Wascana have made progress in the last year. It is important to note that the percentages are based on self-identification. The actual numbers may be much higher. See Section 4.2 for further explanation.

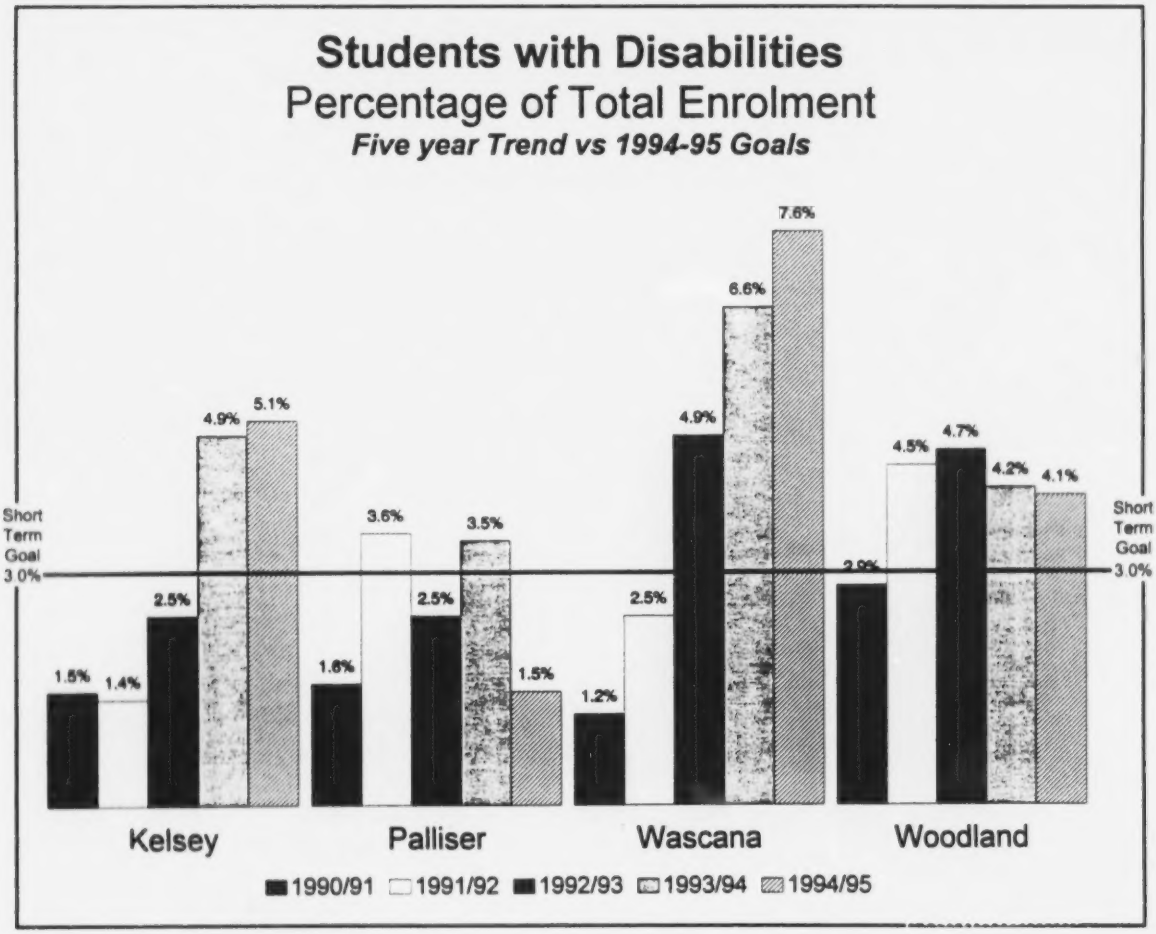
Figure 1: Enrolment Trend of Students of Aboriginal Ancestry



7.2 Enrolment Trend of Students with Disabilities

With the exception of Palliser, participation of this group has increased in the last year. Again voluntary student self identification is an issue. At Palliser Institute, 57 students with disabilities received services under education equity. This is double the number reported here. This number would increase the percentage of total enrolment to 3%.

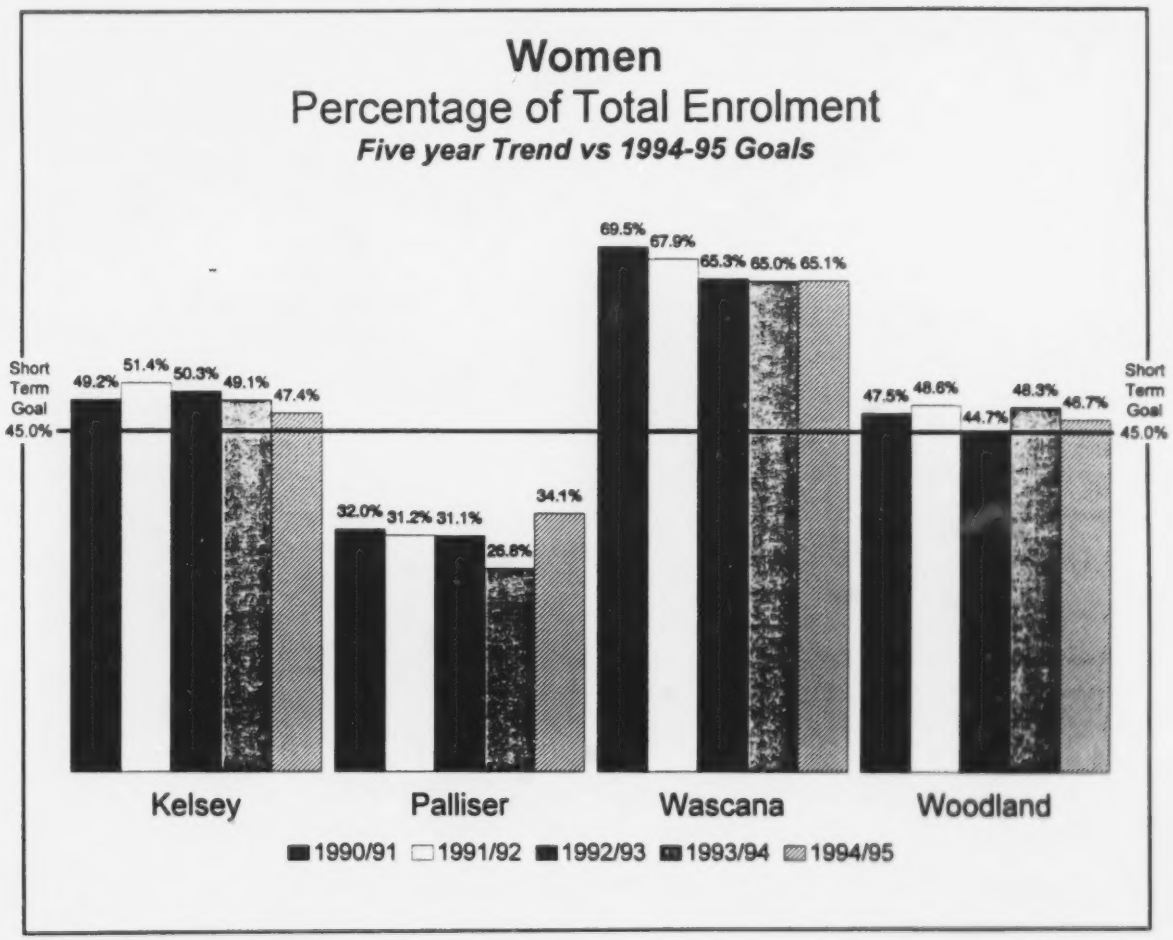
Figure 2: Enrolment Trend of Students with Disabilities



7.3 Enrolment Trend of Women Students

Although the overall short term participation goal for women in SIAST programs has been achieved (43%), female participation is skewed towards Health, Community Services and Office Education programs. The aggregate percentages do not clearly reflect the actual rates for female participation in predominantly male programs. In almost all cases, these percentages are still below the goals of 10% for Industrial programs and 30% for Technical programs.

Figure 3: Enrolment Trend of Women



7.3.1 Women's Participation in Predominantly Male Programs

As shown in the table below, the participation of women students in the Industrial Technical Division at Kelsey was 7%. At Palliser the women student's participation in Industrial programs was 10%. This division met the short term goal. The participation rate of women in Palliser Technology programs was 13%. At Wascana the participation rate was 9%; Applied Photography, Graphic Arts and Office Education were taken out for this calculation. At Woodland the participation rate in Industrial programs was 10%, also reaching the short term participation goal. Cosmetology was removed for this calculation. The other institutes are also near to reaching the short term participation goal of 10% for Industrial Programs.

Institute	Program	Applicants	Enrolment	Graduates
Kelsey	Industrial/Technical Division	10%	7%	6.1%
Palliser	Technology	15%	13%	18.3%
	Industrial	9%	10%	10.2%
Wascana	Industrial Technical Division (without applied Photography, Graphic Arts and Office Education	8%	9%	15.2%
Woodland	Industrial Programs (without Cosmetology, includes Meadow Lake)	20%	27%	14%

Increasing the seat allocation percentages for women in predominantly male programs was piloted in CBE programs at Wascana and Woodland Institute in 1994/95. This enabled the acceptance of several women at once into trades and technical programs. It is expected that accepting several women at a time in these programs may increase their retention rate. It also permitted women to begin programs sooner than the usual waiting period of one to one and a half years.

The initiative began in CBE programs because admissions had not yet been implemented for fall intakes. The seat allocation percentages for women in traditional delivery programs will be increased for 1995-96 programs.

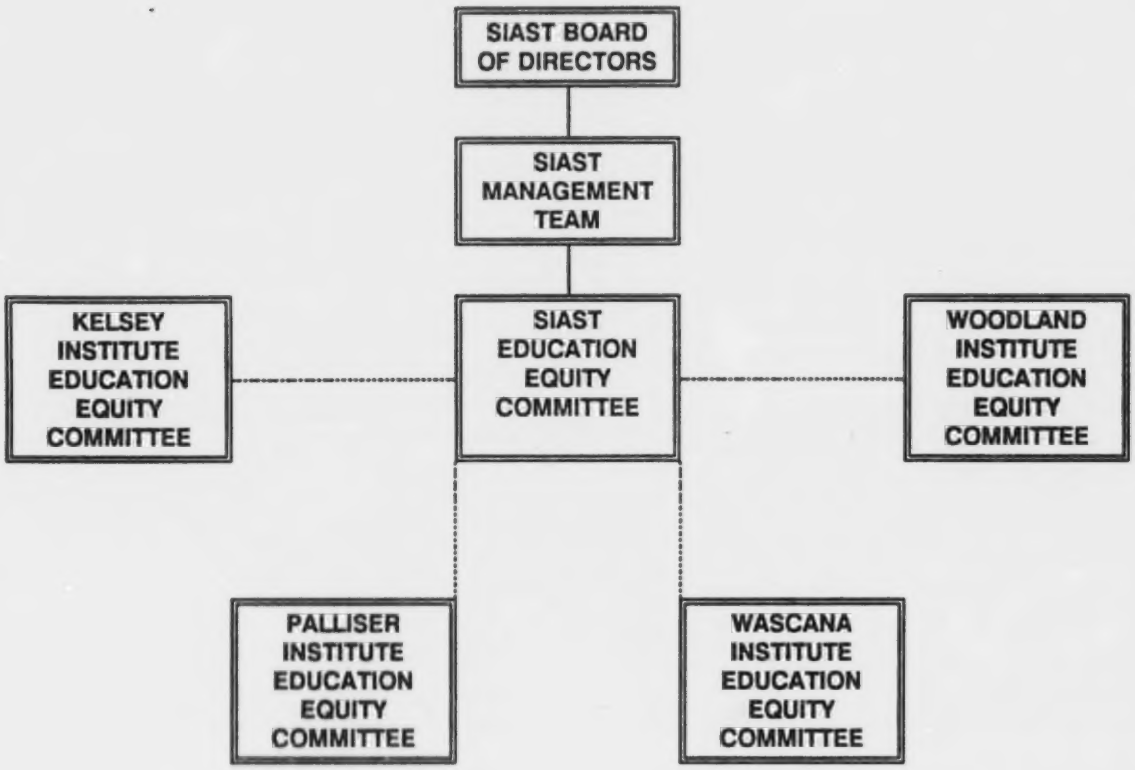
Another initiative which may help to improve retention is further analysis of a survey of women students and graduates, which was completed in late 1994-95.

7.4 Participation of Visible Minorities

1994-95 was the first year that students self-identified as visible minority students. The numbers are very small so far (1%) of total enrolment. Longitudinal data will be available in future years for trend analysis.

8. ORGANIZATION OF EDUCATION EQUITY

8.1 Organization Chart


SIAST BOARD OF DIRECTORS
SIAST MANAGEMENT TEAM
KELSEY INSTITUTE EDUCATION EQUITY COMMITTEE
SIAST EDUCATION EQUITY COMMITTEE
WOODLAND INSTITUTE EDUCATION EQUITY COMMITTEE
PALLISER INSTITUTE EDUCATION EQUITY COMMITTEE
WASCANA INSTITUTE EDUCATION EQUITY COMMITTEE

8.2 SIAST Education Equity Policy

The SIAST Education Equity Policy, endorsed in 1994, ensures coordination and consistency among institutes within the framework of a devolved system. The intent of the policy is to assure access to adult and post secondary education such that the proportions of education equity students to the total student body are the same as in the working age population of Saskatchewan, and that their rate of success is the same as for the student body as a whole.

Following is the structure of the SIAST Education Equity Program as outlined in the Education Equity Policy.

See Appendix C for the Education Equity Policy.

8.3 SIAST Education Equity Committee

The SIAST Education Equity Committee coordinates activities of the SIAST Education Equity Program with input from the four institute committees, reports on activities and issues to SIAST Management Team, approves proposals and monitors projects funded by the SIAST portion of the Education Equity Special Fund. The SIAST Education Equity Committee met regularly throughout the year.

The SIAST Education Equity Committee (SEEC) is composed of the principal responsible for education equity, two representatives from each institute education equity committee, one of whom is the equity coordinator/counsellor, representatives of internal stakeholder groups such as registrars, counsellors of aboriginal students, and representatives of academic partners and federated institutions, such as the Saskatchewan Indian Institute of Technologies (SIIT). The Committee is chaired by the SIAST Education Equity facilitator.

8.4 Institute Education Equity Committees

Institute Education Equity Committees develop action plans, provide staff development activities, strike task teams and subcommittees to resolve issues, develop proposals for projects for their allocation of the Education Equity Special Fund, monitor those projects, and identify issues to management and SEEC in consultation with equity program staff. Each institute committee sets goals, objectives and action plans for the year. These may vary from one institute to the other. Committees continue to develop and expand services for designated group students.

The membership and chair of the Institute Education Equity Committee is at the discretion of each institute. In establishing membership, each institute is asked to consider factors such as current education equity priorities, SEEC representation, designated student group representation, local stakeholder groups, and special knowledge and skills possessed by particular institute staff members.

Please refer to Appendix D - Broad Goals and Objectives, Section 13 - SIAST Education Equity Special Fund and Section 14 - Terms and Conditions for a description of initiatives undertaken by each IEEC in 1994-95.

8.5 Education Equity Coordinator/Counsellors

The Education Equity Coordinator/Counsellors continue to play a pivotal role in the recruitment, support and retention of designated group students. They are resource people for applicants, students, faculty, staff, management, and external stakeholders. The specific duties of each coordinator/counsellor vary from institute to institute, dependent on the organizational needs and structure. The range of services they provide are described in Section 10 - Special Measures.

8.6 Counsellors of Students of Aboriginal Ancestry

These Counsellors are the key link in service delivery for students of aboriginal ancestry. They make contact with applicants and agencies which refer students, provide student counselling, offer cultural and other activities through the Aboriginal Student Activity Centres and are resource people for faculty, staff, and management. See Section 10 - Special Measures.

8.6.1 Aboriginal Student Activity Centres

The purpose in providing Aboriginal Student Activity Centres is to continue to improve the retention rate of students of aboriginal ancestry. The Centres provide such services as counselling, tutorial support, information on employment opportunities and scholarships, study space, and technical devices such as computers. The Centres are a place for students interaction and fellowship, for liaison with stakeholders and to provide a variety of cultural activities, such as traditional feasts.

8.7 Learning Specialists

Each institute provided learning assistance for students with disabilities through the services of either a part or full time learning specialist in 1994-95. The learning specialists provide individual student assistance and act as a resource to faculty and staff. Psychoeducational assessments are conducted and individual learning plans are developed. On-going training and support is provided to faculty. Students are coached in self-advocacy.

8.8 Women's Facilitator

One of the Institutes, Wascana, employs a part time women's facilitator. The women's facilitator develops student support groups, provides ongoing faculty support and training, recruits potential students, offers Girls Exploring Trades and Technology camps, and acts as a liaison between faculty and female students.

8.9 Equity Services Unit

In 1993-94, one institute, Wascana, organized its education equity staff into an Equity Services Unit, (education equity coordinator, counsellor of students of aboriginal ancestry, learning specialist, and the women's facilitator).

The unit was initially provided as an interim measure to serve the needs of designated group students and to help raise staff awareness. The creation of the unit was viewed as an important first step. Institute management's expectation is that meeting the needs of a more diverse student body is now everyone's responsibility. Therefore, the Unit has been reintegrated into Student Services. Specialized services for students will continue to be provided by the facilitator for aboriginal students, the women's facilitator and the learning disabilities specialist. Accommodations for students with physical/psychiatric disabilities and visible minority students will be provided by student counsellors. The coordinator of the Unit will be assigned to student counselling.

The development of policies and procedures and the designation of representatives to the SIAST Education Equity Committee will become the responsibility of the Wascana Institute Education Equity Committee and the Coordinator of Student Services.

8.10 Facilitator, SIAST Education Equity Program

The facilitator coordinates the activities of the Education Equity Program by advising program stakeholders, monitoring the completion of SIAST wide Special Fund projects, administering the program on behalf of SIAST, and chairing the SIAST Education Equity Committee. The facilitator represents the program in the provincial community, particularly as liaison with the Saskatchewan Human Rights Commission.

9. BROAD GOALS AND OBJECTIVES

Broad goals and objectives as developed by the SIAST Education Equity Committee (SEEC), and adopted by the SIAST Management Team (SMT) formed the basis of activities in 1994-95. The goals and objectives were developed with institute committees' (IEECs) input, and identified issues for resolution throughout SIAST for the year.

See Appendix D for description of activities related to the Broad Goals and Objectives

SIAST EDUCATION EQUITY
Broad Goals and Objectives for 1994/95

1. Review the special measure of seat reservation incorporating set target levels for designated groups for the year 1994/95.

2. Develop a strategy to accommodate Adult Basic Education (ABE), Apprenticeship and Extension programs within the Education Equity framework, taking into consideration the special issues of purchased seats in ABE, lower student numbers and tight timelines to provide accommodation for Apprenticeship students, the geographic location of Extension Programs, and limited funding for accommodations.

3. Identify possible accommodations for the qualified mentally challenged under the disability category and recommend schedules for feasible implementation.

4. Determine reasons for Equity Student drop-out and implement measures that fall within the Equity mandate to improve retention.

5. Evaluate present entry tests to identify possible systemic barriers to designated group students (e.g., Canadian Test of Basic Skills (CTBS), Nelson Denny Reading Test).

6. Based on Education Equity needs; develop programs/activities regarding interaction with, and instruction of students which can be coordinated with the activities of other agencies (i.e. Saskatchewan Government Employees Union (SGEU)).

7. Review and develop the role of central SIAST coordination.

8. Enhance the data collection system for Education Equity students including (1) disability categories, (2) accommodations required in instruction, exams, programs and facilities and; (3) leaver information.

9. Develop bridging/transition programs for Equity students to address their identified needs. Possible categories: basic skills, terminology, utilizing accommodations, assertiveness, self-advocacy, and adoption to deficiency models of information transfer including lecture, modelling, demonstration and self-study methods.

10(a). Identify exit issues and develop strategies to address these issues for the following:

- equity students who require external certification/registration for employment;
- those equity students entering employment who do not require external certification/registration.

(b). Identify strategies for orientation of students and employers.

11(a). Consult with SIAST Employment Equity personnel to identify issues common to Employment and Education Equity at SIAST.

(b). Develop strategies to reduce inequities (i.e. gender) through consultation between Education Equity and Employment Equity.

12. Review the internal allocation of the Education Equity Special Fund and the future requirements for equity funding, paying particular attention to central administrative costs, funds directly accessible to students, and allocations to the four institutes and SEEC.

13. Develop, implement, and review a SIAST-wide procedure by which a student would request direct funding accommodations. This would include the approval process and criteria. (Early priority)

14(a). Develop and maintain cooperation with Saskatchewan University and Technical Institute Liaison (SUTIL) and other recruiting agencies in order to promote the SIAST Education Equity Program.

(b). Develop and maintain an effective communications strategy for Education Equity in order to maximize the numbers of SIAST education equity students who may benefit from the program.

(c). Develop an information system which will educate the staff and students on Education Equity issues, i.e. newsletter, pamphlets, workshops, and curriculum.

15. Incorporate as a component of the regular SIAST Program Reviews a review of curricula to assure appropriateness for equity students.

16. Identify facility problems and requirements for Equity Students and make recommendations to the appropriate agencies.

17. Identify and provide appropriate accommodations for Visible Minority Students.

18. Investigate alternate (non-SIAST) sources of funding for Education Equity activities.

19. Develop linkages with external stakeholders to develop program and policy strategies (ongoing communication essential).

20. Develop SIAST and Institute Education Equity Policy Manuals.

21. That SEEC and the Institutes make a thorough investigation of existing and possible additional accommodations for physically disabled.

10. SPECIAL MEASURES

10.1 Summary

This section describes activities which occur on behalf of SIAST as well as at each institute. Section 10.2 describes initiatives undertaken by the SIAST Education Equity Committee to achieve the Broad Goals and Objectives in 1994-95. It is written as a summary to direct the reader to other sections of the report where such initiatives are described in detail. The SIAST Education Equity Committee and facilitator coordinate these activities on behalf of SIAST.

Section 10.3 describes special institute measures related to the recruitment, admission, retention and follow-up of designated group students, as well as staff development activities. It describes many common activities which are ongoing for the improvement of education equity services. It also describes new initiatives undertaken at each institute for 1994-95. The Institute Education Equity Committees and the education equity coordinator/counsellors coordinate the activities of the Education Equity Program at each institute.

10.2 SIAST Education Equity Committee Activities

The SIAST Education Equity Committee, with institute committees' input, established Broad Goals and Objectives for 1994-95. Within these goals and objectives, the following initiatives were undertaken. These activities are described in other sections of this document in more detail, (13.5 and 14 and Appendix D). Most of the activities begun in this academic year are long term in nature and will take several years to complete.

- A joint SEEC/Provincial Apprenticeship Board workshop on education and employment equity practice assisted the Board in its development of a strategy to increase designated group participation in Apprenticeship.
- A similar presentation with SIAST Extension staff began the identification of issues and resolutions on integrating education equity within Extension.
- The Non-Completer Survey report, completed in 1993/94, was analyzed for identification of issues. Work on resolution will commence in the 1995-96 year.
- An analysis of pre- and post-admission entry tests used within SIAST was begun with Registrars' Offices.
- Planning began for enhanced data collection on education equity students.

- A survey of those programs whose students require additional certification after graduation was conducted to identify exit issues for education equity students.
- SEEC representatives jointly participated in the development of a DRAFT Harassment Policy for SIAST.
- Representatives from SEEC have been invited to sit on employment equity committees and assist in the development of the Employment Equity Plan.
- A fund directly accessible by students for individual services was established (Direct Student Access Fund, see Section 13.6).
- Discussions began on extra-ordinary and/or high cost services for individual students.
- An internal and external communications strategy was developed, including the development of new promotional materials.
- A plan to incorporate review for systemic bias into the present Program Review process received initial approval at SEEC. Stakeholder input is part of Phase I, scheduled for 1995-96.
- Discussion on the implications for education equity students taking Future Skills programming began with Future Skills staff. (Future Skills is a department funded training initiative which began in 1994-95.)
- Initial job specifications were developed for tutors, scribes, note takers, readers and invigilators.
- A procedure for verifying learning disabilities and appropriate documentation was developed.
- A process to identify what constitutes reasonable accommodations was drafted. Extensive input on this issue is being sought both within and outside of SIAST.
- SEEC participation on the American Sign Language (ASL) Interpreter Training Advisory Committee continues. A survey to identify the need for sign language interpreter training is underway.
- Discussions are underway regarding accommodations for students with disabilities, including ways to review curricula for required skills and competencies, the possible specializations within programs and an inventory of accommodations available.
- The first opportunity for Institute and SIAST Education Equity Committee members to meet and share information occurred at a policy development workshop early in the academic year.
- A group of faculty and staff have received training sponsored by SEEC over the last two years. These staff are now providing training and research expertise across the institutes. A survey of women students in predominantly male programs and follow up workshops at each institute about the findings were conducted by these staff.
- A video on gender harassment will be available in 1995-96 for the use of faculty and students.
- Work began on a training handbook for faculty on education equity, which will be completed in 1995-96.

- Several publications are produced regularly by SEEC; for internal use, the Communicator newsletter and the Faculty Handbook for Students with Disabilities; for the use of applicants and students, the Aboriginal Student Scholarship Guide

10.3 Institute Education Equity Committees

10.3.1 Recruitment

A variety of initiatives are used to recruit Education Equity students to SIAST; promotional materials, participation in Career Fairs, high school visits, Saskatchewan Girls Exploring Trades and Technology (SaskGETT) and others are described in this section.

Information about the Education Equity Program is available to individuals, related agencies and the public through the education equity brochure, the SIAST calendar, application form and the Communicator, a biannual newsletter of student and staff contributions produced with SIAST Education Equity Special Funds.

Recruitment materials such as brochures and displays using inclusive language with photographs and illustrations of designated group members are used. Spend-A-Day activities at each institute orient potential students to facilities, services and accommodations available. Tours are given to Indian Band groups by Aboriginal Centre staff. Education equity coordinator/counsellors maintain close contact with community and provincial agencies. Consultations occur regularly with sponsoring agencies and advocacy groups such as Saskatchewan Deaf and Hard of Hearing Services (SDHHS), Canadian National Institute for the Blind (CNIB), The Learning Disabilities Association of Saskatchewan and Vocational Rehabilitation of Disabled Persons (VRDP). Presentations about education equity and institute programs are made in the community upon request. Liaison officers promote the program during visits to high schools, and provide information to over 5,000 students annually, including Band and other schools with high aboriginal enrolments. All institutes participate annually in the IANE Career Fair in Lac La Ronge, Saskatoon and Prince Albert. (IANE is the Interprovincial Association on Native Employment.)

SaskGETT camps, (Saskatchewan Girls Exploring Trades and Technology), are offered annually at each institute. As many as 400 girls, aged eleven to fourteen from local and area schools participate in a variety of exploratory activities and tasks to introduce them to predominantly male activities and occupations. The SaskGETT camps have evolved and are now unique to each institute. In addition to SaskGETT camps at each institute, Wascana also provides a similar camp for aboriginal girls, Indian and Metis Girls Exploring Trades and Technology (IMGETT).

10.3.2 Admissions

In admissions, a variety of procedures, practices and services accommodate education equity applicants. The services provided by equity program staff, use of printed materials and the allocation of percentages of seats for qualified equity applicants are described below.

Education equity coordinator/counsellors and counsellors of students of aboriginal ancestry provide pre-admission consultation on programs; orient students; coordinate funding and support; and provide training for faculty and staff. Education equity coordinator/counsellors and learning specialists arrange for verification of disability and coordinate accommodations to make admission procedures, tests and programs more accessible. Often these efforts are made in consultation with external resource people to enhance student supports. Individualized programs are designed as required for students whose circumstances precludes them from completing programs in traditional delivery modes.

The SIAST application form provides information about the education equity program and invites applicants to self-identify. Applicants receive a copy of the education equity brochure and students receive information about the program when they begin courses. Student handbooks include information on the education equity program.

To promote achievement of its 1994-95 participation goals, the institute allocates a percentage of seats for qualified education equity applicants in all certificate and diploma programs. Reserved spaces that are not filled by those applicants are later made available to other applicants. The seat allocation percentages are reviewed annually at SEEC and approved at SMT.

SIAST allocated the following percentages of spaces for 1994-95:

Aboriginal applicants	12.2%	Kelsey, Palliser, Wascana - all programs
	20.0%	Woodland - all programs
Applicants with disabilities	3.0%	All locations - all programs
Women applicants	10.0%	All locations, technical programs, traditional delivery
	30.0%*	Woodland, Wascana, technical programs, CBE delivery
	10.0%	All locations, trades programs, traditional delivery
	30.0%*	Woodland, Wascana, trades programs, CBE delivery

(*It was possible to implement the 30% level immediately in CBE programs because admissions had not yet been processed for fall intakes in these programs.)

No seats are allocated for students of visible minorities as some of the barriers identified in earlier research are those of inadequate English language preparation, difficulty evaluating foreign credentials and prior learning, and concern about systemic bias in entry tests. None of these will be alleviated by seat allocation. (See Terms and Conditions Section 14 - 4 for further explanation.)

10.3.3 Retention

As more education equity students enter SIAST programs, the Institute faces increased demands for adequate faculty and staff development, and support services. The kinds of retention activities described below vary slightly from one designated group to the other in order to meet specialized needs.

Services provided by the education equity Coordinator/Counsellors and counsellors of students of aboriginal ancestry include: assisting with program application; coordinating funding with agencies; identifying necessary accommodations; providing staff training; coordinating orientations, spend-a-day programs, and support services such as the development of student support networks; and working with placement services, employers and agencies to help students find work. These services are provided on an as-needed basis to students from all designated groups.

A description of retention services provided by the learning specialists and women's coordinator are provided in Sections 8.7 and 8.8.

Services for students with disabilities are provided as required; tutorials, peer tutoring, test accommodations, note takers, interpreters, scribes, readers and others. The following technical aids are available at the institutes for students with disabilities; Kurzweil Personal Readers; telewriters; spell checkers; tape recorders; cassette players; computers; and wheelchair lifts. Occupational Health and Safety Committees coordinate emergency exit plans.

Diversity in the Workplace, a curriculum package for all students on the education equity program and diversity initiatives in organizations, was developed using SIAST Special Funds in 1992-93. In 1993-94, the use of the curriculum began in various programs throughout SIAST.

10.3.4 Follow-up Activities

Exit interviews or attempts to contact students who discontinue are made by the equity coordinator/counsellors, counsellor of students of aboriginal ancestry and/or learning specialist.

Placement services are available to education equity students through the Employment Services staff who work with all students. The Placement Centre staff, coordinators and program heads provide follow-up employment services for those students who graduate from programs. Contact is made throughout the year after graduation in regards to potential employment opportunities. Coordinator/Counsellors provide assistance to students by coordinating placement with agencies and employers, especially those with employment equity programs. SIAST is a member of the Saskatchewan Employment Equity Practitioners Association (SEEPA).

Graduates and leavers are surveyed by SIAST and Saskatchewan Education, Training and Employment in the survey of graduates published annually. An Aboriginal Graduate Statistics report has been produced annually since 1991.

10.3.5 Staff Development Activities

Formal and informal staff development activities occur at each institute to meet identified needs. SEEC provides training across SIAST when it is identified that all institutes would benefit while IEEC's provide training which meets local needs. New faculty receive orientation packages from equity coordinator/counsellors as they are hired.

See Section 10.2, 13, and 14 for descriptions of the training provided in 1994-95.

11. ACADEMIC PARTNERSHIP BETWEEN SIAST AND THE SASKATCHEWAN INDIAN INSTITUTE OF TECHNOLOGIES (SIIT)

The partnership agreement between SIAST and SIIT facilitates the development and delivery of education and training programs required by First Nations communities in Saskatchewan. Program planning and development initiatives to meet First Nations - specific career training needs have become a primary focus within SIIT.

11.1 1994-95 Activities

In 1994-95, there was continued program development and delivery. The Integrated Land Management Certificate Program, which enables graduates to manage Indian-controlled lands, was successfully delivered for the third consecutive year in Saskatoon, and a new intake of students is planned for 1995-96. The Local Health Administration (LHA) Diploma Program, also delivered in Saskatoon, provides graduates with the expertise to plan, develop and administer Indian-controlled health services at the community level. The first intake of LHA students occurred in 1992-93, with continued intake in 1993-94 and 1994-95 and new students to be enroled in 1995-96.

The Palliser Business Administration Program continues in Prince Albert, now in its 12th year of operation. The Indian Business Management Program, which had its fifth graduating class in June, continues in Fort Qu'Appelle. The two-year Automotive Service Technology Program from Palliser Institute, which replaced the former 36 week Motor Vehicle mechanical Repair program, continues in its third year in Yorkton. The Indian Diploma Nursing Program, which has been delivered collaboratively with the Kelsey Institute SIAST Diploma Nursing Program, had its 7th graduating class in June 1995. The Integrated Resource Management (IRM) program from Woodland Institute, will continue delivery in Meadow Lake. The IRM Program includes innovative modules developed by SIIT to address resource issues specific to First Nation communities.

SIIT and a Steering Committee of representatives from Tribal Councils, First Nations, Medical Services Branch (MSB), National Native Alcohol and Drug Abuse program (NNADAP), and Woodland Institute SIAST, have developed new credit curricula for NNADAP counsellors in health/science development areas. Three modules, Sexual Abuse, Suicidal Issues, and Community Wellness were successfully piloted in 1994-95. A Community Health Certificate Program has been developed by SIIT in consultation with Community Health Representatives (CHRs), MSB, and SIAST. The program will provide graduates with essential skills and knowledge to function effectively as local health service workers in First Nation communities.

12. FEDERATION AGREEMENT BETWEEN SIAST AND THE DUMONT TECHNICAL INSTITUTE

A federation agreement between SIAST and the Dumont Technical Institute (DTI) was signed in June 1994. Adult basic education programming in conjunction with SIAST and DTI began in September. Students registered in all programs, including literacy and grades 1 - 12. Their funding sources were the Saskatchewan Skills Development Program (SSDP), or the Non Status Indian and Metis Program (NSIM).

Following is the description of the training provided:

Institute	Number of Seats	Total Training Days
Kelsey	30	6140
Palliser	16	3200
Wascana	41	8399
Woodland	25	5000

The federation agreement, designed to facilitate collaborative planning efforts between SIAST and DTI, is expected to be repeated for 1995/96. Seconding SIAST instructional staff to the Dumont Technical Institute to provide this programming is expected to continue.

13. EDUCATION EQUITY SPECIAL FUND

A $200,000 fund was provided to the SIAST Education Equity Committee in 1992-93, and in 1993-94 to supplement services for education equity students at the institutes. The fund was increased to $500,000 in 1994-95.

The purpose of the fund is to meet needs of the four institutes in training, research, communications and the provision of services to Education Equity students. The fund is divided between the four institutes and the SIAST Education Equity Committees to meet both local and SIAST-wide needs. The SIAST and Institute Education Equity Committees approve, implement and monitor enhancement proposals. As many as 79 projects were delivered this year for all designated groups; women, students of aboriginal ancestry, those with disabilities, and of visible minorities.

Project ideas come from the many levels within SIAST; individual faculty/staff, equity staff/committees, and management. The fund is available to meet both student needs which could not have been anticipated when budgets were committed and to achieve common goals across all institutes.

See Appendix E for the Goals, Approval Process, Eligibility Criteria and Proposal Format for Special Fund projects.

The following charts outline the projects funded in 1994-95 by the Special Fund:

13.1 Kelsey Institute Special Fund

	PROJECT		PURPOSE
1.	Learning specialist	1.	Psycho-educational assessment and remediation of learning difficulties with equity students.
2.	Wheelchair accessible workstation	2.	A wheelchair accessible workstation for the on-line catalogue to Kelsey AV resources.
3.	Glossary of basic tools and terms for industrial and engineering programs	3.	A glossary of terms, including slang references and pictures of tools and equipment commonly used in all industrial shops.
4.	Instructor aide - Learning Assistance Centre	4.	Facilitates exam accommodations, coordinates assignment of scribes, tutors, and tutors students.
5.	Contingency fund	5.	Supplement of the Direct Student Access Fund for individual student accommodations.
6.	Aboriginal awareness training	6.	A one-day course to provide increased understanding of the development of First Nations people and their communities.
7.	Student and staff participation at session on learning disabilities	7.	Staff and student training on learning disabilities.
8.	Kurzweil reader upgrade	8.	Provision of technical aids to upgrade the present Kurzweil system.
9.	Retention strategies	9.	Staff development on retention of education equity students.
10.	Awareness day - day without hate	10.	An awareness event to promote the end of prejudice.
11.	Computer	11.	For the Native Student Activity Centre for student use.
12.	Wheelchair accessible study carrels	12.	Provided to the Learning Resource Centre.
13.	Native student honour ceremony	13.	To recognize the achievements of aboriginal graduates.
14.	Recognition of staff and student contributions	14.	Development of pins and certificates for formal recognition at an upcoming professional development day.
15.	Computer	15.	For the use of equity students in programs in an auxiliary SIAST building.

PROJECT		PURPOSE	
16.	Videos on attention deficit hyperactivity disorder (ADHD)	16.	Staff training in ADHD.
17.	Zoom text and monitor	17.	Access to catalogues and indexes in the Learning Resources Centre for students with disabilities.
18.	Using American Sign Language (ASL) to teach English	18.	Staff training on ASL.
19.	Conference on sexual harassment in higher education	19.	Support of the conference to promote resolution of harassment.

13.2 Palliser Institute Special Fund

	PROJECT		PURPOSE
1.	Learning styles brochure	1.	A brochure for staff about aboriginal learning styles.
2.	Computerized diagnostic system	2.	A system to connect high schools to Palliser's Counselling Centre.
3.	Kurzweil reader upgrade	3.	Provision of technical aids to upgrade the present Kurzweil system in the library.
4.	Learning specialist	4.	Provision of learning assistance for students with learning disabilities/difficulties.
5.	Tutorial/care giver/invigilator	5.	Funding for tutors, invigilators, care givers, etc., as required.
6.	Computer memory	6.	The purchase of additional memory for a printer used by an equity student.
7.	History of aboriginal people	7.	Workshop for instructors and staff on aboriginal history.
8.	Equity video	8.	Information/recruitment video on Education Equity.
9.	Class assistant/care giver	9.	To provide classroom assistance and care giver services to a student with a disability.
10.	Equipment for CADD student	10.	The purchase of equipment for a student with a disability.
11.	Barrier free housing	11.	Partial funding of a needs assessment for a "barrier free" residence for equity students adjacent to Palliser Institute.
12.	SASKGETT camp	12.	A camp to encourage 11-12 year old girls to explore careers in the trades and technology programs.
13.	Interpretive services for ABE student	13.	Provision of short term interpretive services for a deaf student.
14.	Luncheon	14.	Introductory luncheon about equity for staff, faculty and students.
15.	TDD	15.	Purchase of a telewriter for the Counselling Centre.
16.	Support Staff	16.	Provision of full time support for the equity program. (Increase from part time.)
17.	Program - International Day for the Elimination of Racism	17.	Program to commemorate the day and promote the elimination of racism.
18.	Service - National Day of Remembrance and Action on Violence against Women	18.	Service to commemorate the event.

PROJECT		PURPOSE	
19.	Co-sponsorship of staff/student to attend Tools for Tomorrow Conference	19.	Presentation on education equity at the conference in Austria.
20.	"Dragon" Dictate for Windows	20.	Purchase of dictation program for students. The equipment will remain at Palliser for future student use.
21.	Promotion - National Access Awareness Week	21.	Event to promote awareness of disability issues.

13.3 Wascana Institute Special Fund

PROJECT		PURPOSE	
1.	Needs assessment, Adult Basic Education	1.	To identify the needs of education equity students and develop an action plan.
2.	Aboriginal Cultural Centre	2.	Support of aboriginal student-driven initiatives, participation of cultural events and activities.
3.	Meetings of potential employers	3.	To provide linkages between education equity students and potential employers.
4.	Provision of technical devices, laptop computer	4.	For equity students. Will remain at Wascana for the use of other students.
5.	Adjustable tables	5.	Provision of three adjustable tables to the Office Education program for students who use wheelchairs.
6.	Interpreter	6.	To provide interpreting services for a deaf student.
7.	Exploratory Trades Program for Women	7.	Introduction to applied mechanical and construction opportunities, for student recruitment.
8.	Valuing differences	8.	An all staff training event about diversity, so staff are able to amend detracting or negative behaviour, and adopt a style of "openness" to diversity.
9.	Academic support (peer tutoring)	9.	A fund to provide tutoring for students with learning difficulties.
10.	Aboriginal Learning Guide	10.	A guide for instructor in-service development, to facilitate aboriginal adult learning.
11.	Bias Free Language Guide	11.	A guide which outlines the use of bias free and sensitive language in published learning materials, learning activities and the learning environment.
12.	Library resources	12.	Resources to upgrade the library collection about education equity.
13.	Emergency Health Care Exhibit	13.	An exhibit at the National Aboriginal Youth Conference reached 1,000 people.
14.	Aboriginal Cultural Awareness Event	14.	The fifth annual event, the largest yet, included school aged children for the first time.
15.	Wellness program	15.	The implementation of a wellness program for ABE students with physical disabilities.
16.	Capital acquisitions	16.	For equity students use, to remain at Wascana for the use of future students; computers and enhancements, ergodynamic chairs, tables and workstation enhancements, telewriter.

13.4 Woodland Institute Special Fund

PROJECT		PURPOSE	
1.	Aboriginal recruitment initiative	1.	A volleyball tournament. A setting where present students and future students can meet for the purpose of orientation and recruitment.
2.	Aboriginal awareness project	2.	To organize and deliver traditional aboriginal craft workshops for all interested staff and students.
3.	Tutor for the Aboriginal Centre	3.	To provide academic support through aboriginal tutorial services to students in all programs.
4.	Aboriginal elder visits	4.	To provide culturally sensitive support services.
5.	Information system	5.	To provide an interactive system for the Aboriginal Activity Centre.
6.	Library project	6.	To purchase equipment for the library to assist visually impaired students.
7.	TEAMS project	7.	To introduce junior high school students of aboriginal ancestry to trades and technology programs
8.	Equipment	8.	The purchase of various pieces of equipment for loan to students with disabilities, (i.e. ergonomically designed chairs, back supports, etc.).
9.	Comfort keyboard	9.	A modified keyboard to assist students with disabilities in the Office Technology program.
10.	Kurzweil voice system	10.	A voice activated word processing computer for use by students with physical disabilities.
11.	Women's project	11.	A luncheon, bringing community female role models and students together - International Women's Day.
12.	Learning specialist	12.	To provide a learning specialist for students with learning disabilities.
13.	Curriculum on harassment	13.	Development of a learning guide about harassment to be piloted in the Corrections Worker Training program.

13.5 SIAST-wide Special Fund

PROJECT		PURPOSE	
1.	Communicator newsletter	1.	A bi-annual informational newsletter for all staff and students.
2.	Communications strategy	2.	A strategy to improve communication processes and develop new promotional materials.
3.	Non-completer survey	3.	Analysis of the reasons for non-completion by equity students.
4.	American Sign Language Immersion (ASL)	4.	An immersion course for beginner to advanced users to supplement their acquisition of ASL.
5.	Towards true equity policy development workshop	5.	The first networking session for the Institute's Education Equity Committees and management. Participants received training in policy development using the Association of Canadian Community Colleges (ACCC) workshop model. Participants also examined accessibility and retention issues for visible minority students.
6.	Aboriginal graduate employment survey	6.	An annual survey report providing information on aboriginal graduate employment trends.
7.	Professional development for staff and students on women in predominantly male programs	7.	A seminar at each institute to report on issues identified from a needs survey of women students and suggest resolutions.
8.	Aboriginal student scholarship guide	8.	Easy access to scholarship information for aboriginal students, produced every two years.
9.	Video on gender harassment	9.	A video on gender harassment to be used by staff and students throughout SIAST.
10.	Expanded Faculty Handbook	10.	An expansion of the Faculty Handbook on Teaching Students with Disabilities to be used as a training guide on education equity.

13.6 Direct Student Access Fund

In 1994-95 the Direct Student Access Fund was established to provide students an opportunity to apply for funds for program related accommodations, where such accommodations cannot be supplied via other funding sources and where their needs are of an individual nature. The Institute Education Equity Committees review and approve applications for this fund.

Each Institute Education Equity Committee was allocated $9,800 for Direct Student Access in 1994-95. A maximum of $1,500 is available to a student in an academic year. At several institutes, these funds were exhausted early in the academic year. In such cases, the committees re-allocated Special Funds to carry through to year end. This fund is not the only SIAST source of individual student accommodation. Several Institutes have provided additional monies to the equity committees, counselling departments, or equity staff for this purpose from their core budgets. If possible, student accommodations are pooled to provide the widest possible use of limited resources.

As well as providing individualized services such as care givers and interpreters, capital equipment has been provided; computers and enhancements, telewriters, enhancements to student workstations, and postural supports. This equipment remains the property of the institute.

See Appendix F for the Eligibility Criteria and Application Process for the Direct Student Access Fund.

14. TERMS AND CONDITIONS FOR THE APPROVAL OF THE EDUCATION EQUITY PROGRAM OF SASKATCHEWAN INSTITUTE OF APPLIED SCIENCE AND TECHNOLOGY (SIAST)

This section summarizes initiatives undertaken throughout SIAST to meet the Terms and Conditions of the Saskatchewan Human Rights Commission. It is organized such that the reader is asked to refer to specific sections or appendices of this report. In addition, comments on activities not yet described in this report are included under a specific Term or Condition.

1. That SIAST submit an annual report to the Saskatchewan Human Rights Commission by August 31, 1995. This report shall include information on actions taken during the year to implement the plan, progress made, difficulties encountered and any changes to the plan under consideration.

   This report describes the following:

   - Actions taken to implement the plan:
     - Section 8 - Organization Structure of Education Equity
     - Section 9 - Broad Goals and Objectives
     - Section 10 - Special Measures
     - Section 11 - Academic Partnership between SIAST and the Saskatchewan Indian Institute of Technologies
     - Section 12 - Federation Agreement between SIAST and the Dumont Technical Institute
     - Section 13 - Education Equity Special Fund
     - Section 14 - Terms and Conditions

   - Progress made:
     - Section 4 - Organization Analysis
     - Section 7 - Designated Student Groups Participation Trends
     - Section 14 - Terms and Conditions
     - Appendix B
   - Difficulties encountered:
     - Section 8 - Organization Structure of Education Equity
     - Section 9 - Broad Goals and Objectives
     - Section 10 - Special Measures
     - Section 14 - Terms and Conditions
     - Appendix B

- Changes to the plan:
  - Section 8 - Organization Structure of Education Equity
  - Section 9 - Broad Goals and Objectives
  - Section 13 - Education Equity Special Fund
  - Section 14 - Terms and Conditions

2. That the 1995 annual monitoring report include statistics for women, persons of Aboriginal ancestry, visible minority members and persons with disabilities, indicating rates of application, enrolment, graduation and leaver rates. This information shall be provided for SIAST and for each of its four campuses.

   - See Sections 4 and 7, and Appendix B.

3. That SIAST report on the under representation of female students in courses attended predominately by male students, i.e. courses with less than 45% female students.

   - See Section 4 and Appendix B.

4. That SIAST report on the specific measures developed to reduce the barriers to visible minority students.

   - The barriers identified through the recently completed visible minorities research project were:
     - inadequate English language - preparation for post-secondary technical training;
     - a need for models which fairly evaluate foreign credentials and prior learning; and,
     - a need to review entrance tests for systemic bias.
   - These issues have been referred elsewhere within SIAST for resolution. The Registrars were instrumental in initiating action on these issues:

English language preparation	- identification of English language training directly related to post secondary training will occur in 1995-96.
Evaluation for foreign credentials	- The department has negotiated with Alberta to acquire the services of IQAS (the International Qualification Assessment Services) adapted for Saskatchewan. Applicants will pay the individual assessment fee.

Assessment of prior learning	- A SIAST wide initiative has been established to develop an assessment process.
Review of entry tests for systemic bias	- This review began in 1994-95 in consultation with Registrars Offices.

- The lack of designated seating for visible minority students was not identified as a barrier to admission in the survey.
- See Section 9 - Broad Goals and Objectives
- See Section 10 - Special Measures describe institute specific activities for visible minority students.

5. That the annual report provide update information on the agreements developed between SIAST and the Dumont Technical Institute and Saskatchewan Indian Institute of Technology.

- See Section 11 - Federation Agreement between SIAST and the Dumont Technical Institute.

6. That SIAST annual report update information on accommodating students with disabilities, including people with intellectual disabilities. The report will include changes to program and building accessibility at the four campuses and individual accommodations.

- Equity staff, in consultation with programs and student services, work with individual applicants/students to identify what accommodations may be required. This process is individualized to maintain flexibility in meeting student needs. It has been found that if consultation occurs prior to course start date, students and staff are better prepared and fewer crises occur than if students request accommodations once the course has begun. This assumes that students self identify as education equity and request accommodation during the application process. This also assumes that facilities, equipment and budgets are adequate to accommodate students' needs.
- Institutes have purchased equipment for individual students which will remain there for other students' use later.
- Work has begun on identifying issues for students with intellectual disabilities and will continue in 1995-96.

- A priorized list of building accessibility needs is in place at each institute. The institutes complete renovations as their annual budget permits.
- Discussions have begun on what constitutes reasonable accommodation. This task is long term in nature and will continue in 1995-96.

KELSEY

- Building accessibility has been a priority for the Kelsey Management Council, (KMC). Kelsey Management Council sets money aside annually for building renovations to eliminate physical barriers to the building. A subcommittee of Kelsey Education Equity Committee (KEEC) recommends changes and works with the facilities director so that these changes are accomplished. Renovations are planned with the requirements of persons with disabilities in mind.
- The following renovation/projects were completed in 1994-95 or will be completed in early 1995-96:
  - renovation of front visitor parking ramp;
  - provision of more visible signage;
  - painting of vertical door posts, toe steps, railing and ramps;
  - installation of wheelchair accessible water fountains;
  - development of emergency warning and building evacuation safety procedures for students and staff with disabilities;
  - installation of full spectrum lighting in classrooms for deaf and hard-of-hearing students;
  - purchase of televisions with built in decoders for captioned programs;
  - ordering of all videos with closed captioning if available;
  - increase in the number of parking spaces for persons with disabilities and movement for easier access to the buildings;
  - priority of snow removal for parking and ramps for persons with disabilities.

PALLISER

- The education equity coordinator, Palliser Occupational Health/Safety Committee, facilities coordinator and students with disabilities formulate a priority repair list.
- A platform horizontal wheelchair lift was installed.
- A new handrail was installed at an auxiliary SIAST building. Plans are underway for the installation of three phase power to install an elevator at the building in 1995-96.
- Wheelchair accessible water fountains have been installed.

WASCANA

- The Graphic Arts Program made the camera room wheelchair accessible.
- Wheelchair ramps and signs for parking for persons with disabilities were installed at one of the Wascana locations, as were door hold-open devices, an accessible water fountain and a wheelchair accessible men's washroom.
- A separate testing centre for persons with learning disabilities was built within the Test Centre.
- $10,000 is available annually to improve building accessibility.

WOODLAND

- An arch walkway between the Technical Centre and the Academic Centre has been removed and replaced with a level asphalt walkway.

- Section 8 - Organization Structure of Education Equity
- Section 9 - Broad Goals and Objectives
- Section 10 - Special Measures for more information

7. That SIAST report on reasons for higher rates of non-completion by equity students and strategies to improve the retention rates for equity students.

- See Section 9 - Broad Goals and Objectives

8. That SIAST report on the reviews of program curricula and practices to identify and remove systemic barriers.

- See Section 8 - SEEC

9. That SIAST report on staff training in relation to equity provided during the 1994-95 academic year.

- See Section 13 and Appendix D for descriptions of the training provided in 1994-95.

- Planning for staff training occurs at two levels:

  IEECs identify the specific needs for the next academic year.

  SEEC and the IEECs identify SIAST-wide training needs, or high cost training that is best offered by joint planning between all institutes.

10. That SIAST report on the expansion of its education equity program to Adult Basic Education, Extension and Apprenticeship programs.

- See Section 8 - SEEC and Section 9 - Broad Goals and Objectives

11. That SIAST revise its numerical goals to reflect the Commission's updated goals.

- See Section 6.

12. That SIAST report on the 1994-5 activities of the SIAST Education Equity Committee.

- See Section 8 - SEEC, Section 12 - SIAST Education Equity Special Fund, and Appendix D - Broad Goals and Objectives

APPENDIX A

ACRONYMS
GLOSSARY OF TERMS

ACRONYMS

ABE	Adult Basic Education
ACCC	Association of Canadian Community Colleges
ADHD	Attention deficit hyperactivity disorder
ASL	American Sign Language
ATCoG	Apprenticeable Trades Coordinating Group
CADD	Computer Aided Design and Drafting
CBE	Competency Based Education
CTBS	Canadian Test of Basic Skills
DTI	Dumont Technical Institute
ECD	Early Childhood Development
ESL	English as a Second Language
GATB	General Aptitude Test Battery
GED	Test of General Educational Development
IANE	Interprovincial Association on Native Employment
IEEC	Institute Education Equity Committee
IMGETT	Indian and Metis Girls Exploring Trades and Technology
IQAS	International Qualification Assessment Services
KEEC	Kelsey Education Equity Committee
KMC	Kelsey Management Council
LAC	Learning Assistance Centre
NSIM	Non Status Indian, Metis Program
PEEC	Palliser Education Equity Committee
SaskGETT	Saskatchewan Girls Exploring Trades and Technology
SCN	Saskatchewan Communication Network
SDHHS	Saskatchewan Deaf and Hard of Hearing Services
SEEC	SIAST Education Equity Committee
SEEPA	Saskatchewan Employment Equity Practitioners Association
SGEU	Saskatchewan Government Employees Union
SIAST	Saskatchewan Institute of Applied Science and Technology
SIIT	Saskatchewan Indian Institute of Technology
SMT	SIAST Management Team
SNAP	Special Needs Assistance Program
SPMC	Saskatchewan Property Management Corporation
SUTIL	Saskatchewan Universities and Technical Institutes Liaison
VRDP	Vocational Rehabilitation for Disabled Persons
WIEEC	Wascana Institute Education Equity Committee

GLOSSARY

Aboriginal	Refers to all people who are descendants of the original peoples of the land. In Canada, aboriginal peoples include Indian, Metis and Inuit people.
Affirmative Action	A strategy designed to make the workplace and schools accessible and equitable for aboriginal peoples, people with disabilities, visible minority people and women.
Applicant	A person who meets admission requirements and is applying for a SIAST course or program.
Capacity (Intake)	The number of qualified applicants that can be accepted to enter a Certificate/Diploma program.
Designated Groups	These groups of people are under represented in employment or post-secondary education, in comparison to their representation in the working age population. They are persons of aboriginal ancestry, those with a disability, persons of a visible minority and women.
Disability	Any ongoing physical, mental, psychiatric , learning or sensory disability that is caused by bodily injury, birth defect or illness.
Diversity	A broad term used to refer to all sorts of social and cultural differences - those included in education equity as well as such groups as single parents, older students, part-time students, international students and students with a range of sexual orientations.
Education Equity	A process, approved by the SIAST Board and the Saskatchewan Human Rights Commission that allows SIAST to identify and remove or reduce barriers to post-secondary education so that all Saskatchewan adults may enjoy fair and equal opportunity to participate in and complete SIAST programs, with a special focus on: aboriginal students; students with disabilities; visible minorities; and women.

Enroled	A person presently taking a SIAST course or program.
First Nations People	Term used to refer to Indian people of Saskatchewan who are legally designated as Status, Registered or Treaty under the Indian Act. First Nations languages in Saskatchewan include Cree, Saulteaux, Dakota (Sioux), Nakota (Assiniboine) and Dene (Chipewyan).
Graduate	A student who completes certificate or diploma requirements
Inuit	For the most part, people who live in the arctic and subarctic of Canada. They were never subject to the terms of the Indian Act. In 1939 the Supreme Court decided that they were within federal jurisdiction by virtue of the BNA Act.
Metis	"Metis" can apply to nationhood and/or culture. The term refers to persons who are of mixed aboriginal and non-aboriginal ancestry; have ancestors who were entitled to receive land grants and/or script under the provisions of The Manitoba Act, 18780 or the Dominion Lands Acts; or can show proof that they are Metis.
Minorities	Any group of persons, with the exception of aboriginal people, that is distinguishable from the majority of Canadians on the basis of race, religion, skin colour, national or ethnic origin. Increasingly, this is referred to as five minorities.
Non-Status Indian	Those persons of aboriginal ancestry who do not qualify for status under the provision of the Indian Act. They possess no special rights and privileges by virtue of their aboriginal ancestry.
Seat Reservation/Allocation	The practice of giving the right of entry to a qualified applicant from a designated group person into a program. Seats are allocated for the four designated groups at a similar level to their representation in the general working age population.

Special Measures — Any activity that assists in the recruitment and retention of students from the designated groups. This would include but not be limited to seat allocation, recruitment activities, preparatory programs and accommodations.

Status or Treaty Indians

See First Nations people (These terms are interchangeable).

Visible Minorities — Any person, with the exception of aboriginal people, who are a visible minority in Canada because they are non Caucasian in race or non-white in colour.

Withdrawal — A student who does not graduate or complete in one academic year, (same as leaver) . A withdrawal can simply withdraw from the program either voluntarily or have been asked to discontinue. A partial load student or a student who temporarily withdraws for health reasons or other necessity, can also be counted as withdrawals.

Women in Predominantly Male Programs

Women students in programs that historically have mostly male enrolment. As the number of women entrants into a designated program reach the general population level of females, that program is no longer designated as predominantly male.

APPENDIX B

TABLES

Designated Group Student Participation by Program

B1 - Summary

B2 - Kelsey

B3 - Palliser

B4 - Wascana

B5 - Woodland

The following tables show the numbers and percentages of designated group student applications, enrolments, graduates and withdrawals for each SIAST certificate and diploma program in 1994-95. The tables are organized by institute. The numbers are actual students numbers. Percentages are expressed as a proportion of each designated group compared to the total number of applications, enroled students, graduates or withdrawing students.

The tables also capture the partial data available on SIAST extension programming in 1994-95. the extension statistics are displayed the same way as the certificate and diploma program statistics, but have been separated out. In this way, certificate and diploma program statistics can be compared to previous years' data.

There are two terms used on these tables which require some explanation. The first is the term Stu(dent) Type and refers to the duration or level of a course or program. Following are the classifications used: 0 - course is less than 12 weeks in length,

1 - first year of a course or Level I Apprenticeship,

2 - second year of a course or Level II Apprenticeship,

3 - third year of a course or Level III Apprenticeship, and

U - upgrading in Apprenticeship.

The second is the term Unclassified. This refers to a student enroled in one or more courses but who is not accepted into a SIAST program.

Appendix B1 - Summary

Applicants

Enrolment

Graduates

Withdrawals

	Total Applic	Aboriginal		Disabled		Visible Minority		Women	
		#	%	#	%	#	%	#	%
KELSEY - APPLICATIONS									
Health/Science/Service	1773	189	11	72	4	27	2	1387	78
Industrial/Engineering	1305	80	6	43	3	27	2	128	10
Cert./Dip. On Campus Total	3078	269	9	115	4	54	2	1515	49
PALLISER - APPLICATIONS									
Business	1529	56	4	16	1	9	1	847	55
Technology	1032	15	1	6	1	8	1	152	15
Industrial	476	25	5	13	3	6	1	44	9
Cert./Dip. On Campus Total	3037	96	3	35	1	23	1	1043	34
WASCANA - APPLICATIONS									
Agriculture	59	5	8	3	5	0	0	7	12
Health Sciences	1381	64	5	40	3	16	1	1031	75
Indus/Techn/Business	950	89	9	57	6	22	2	444	47
Cert./Dip. On Campus Total	2390	158	7	100	4	38	2	1482	62
WOODLAND - APPLICATIONS									
Applied Arts	48	10	21	3	6	0	0	26	54
Business	266	90	34	5	2	0	0	199	75
Community Services	215	67	31	2	1	0	0	149	69
Industrial Trades	443	177	40	14	3	2	0	129	29
Natural Resources	99	23	23	5	5	0	0	20	20
Cert./Dip. On Campus Total	1071	367	34	29	3	2	0	523	49
SIAST CERTIFICATE/DIPLOMA ON CAMPUS TOTAL	9576	890	9	279	3	117	1	4563	48

	Total Enrol.	Aboriginal		Metis		Non-Status		Status		Disabled		Visible Minority		Women	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
KELSEY - ENROLMENT															
Health/Science/Service	835	88	11	44	5	11	1	33	4	44	5	11	1	631	76
Industrial/Engineering	590	34	6	20	3	4	1	10	2	28	5	10	2	44	7
Cert./Dip. On Campus Total	1425	122	9	64	4	15	1	43	3	72	5	21	1	675	47
PALLISER - ENROLMENT															
Business	885	20	2	13	1	1	0	6	1	9	1	6	1	490	55
Technology	613	7	1	5	1	1	0	1	0	9	1	2	0	78	13
Industrial	240	7	3	4	2	0	0	3	1	8	3	0	0	24	10
Cert./Dip. On Campus Total	1738	34	2	22	1	2	0	10	1	26	1	8	0	592	34
WASCANA - ENROLMENT															
Agriculture	39	2	5	0	0	0	0	2	5	1	3	0	0	5	13
Health Sciences	792	49	6	22	3	8	1	19	2	42	5	8	1	612	77
Indus/Techn/Business	804	82	10	23	3	6	1	53	7	82	10	11	1	447	56
Cert./Dip. On Campus Total	1635	133	8	45	3	14	1	74	5	125	8	19	1	1064	65
WOODLAND - ENROLMENT															
Applied Arts	74	9	12	4	5	0	0	5	7	4	5	0	0	39	53
Business	317	75	24	33	10	8	3	27	9	17	5	0	0	245	77
Community Services	218	51	23	27	12	6	3	19	9	7	3	0	0	131	60
Industrial Trades	458	168	37	88	19	14	3	60	13	18	4	0	0	97	21
Natural Resources	73	22	30	15	21	2	3	5	7	1	1	0	0	20	27
Cert./Dip. On Campus Total	1140	325	29	167	15	30	3	116	10	47	4	0	0	532	47
SIAST CERTIFICATE/DIPLOMA ON CAMPUS TOTAL	5938	614	10	298	5	61	1	243	4	270	5	48	1	2863	48

	Total Enrol.	Total Grads	Aboriginal		Metis		Non-Status		Status		Disabled		Visible Minority		Women	
		#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
KELSEY - GRADUATES																
Health/Science/Service	835	419	31	7	16	4	7	2	8	2	21	5	1	0	325	78
Industrial/Engineering	590	311	17	5	13	4	1	0	3	1	10	3	5	2	22	7
Cert./Dip. On Campus Total	1425	730	48	7	29	4	8	1	11	2	31	4	6	1	347	48
PALLISER - GRADUATES																
Business	885	299	6	1	3	0	0	0	3	0	1	0	1	0	139	46
Technology	613	140	0	0	0	0	0	0	0	0	1	1	0	0	11	8
Industrial	240	157	4	3	2	1	0	0	2	1	3	2	0	0	16	10
Cert./Dip. On Campus Total	1738	596	10	2	5	1	0	0	5	1	5	1	1	0	166	28
WASCANA - GRADUATES																
Agriculture	39	21	1	5	0	0	0	0	1	5	0	0	0	0	3	14
Health Sciences	792	400	24	6	11	3	5	1	8	2	12	3	4	1	305	76
Indus/Techn/Business	804	245	17	7	3	1	3	1	11	4	20	8	0	0	134	55
Cert./Dip. On Campus Total	1635	666	42	6	14	2	8	1	20	3	32	5	4	1	442	66
WOODLAND - GRADUATES																
Applied Arts	74	10	2	20	1	10	0	0	1	10	0	0	0	0	1	10
Business	317	55	4	7	1	2	0	0	3	5	2	4	0	0	43	78
Community Services	218	70	11	16	7	10	2	3	2	3	1	1	0	0	45	64
Industrial Trades	458	137	39	28	22	16	4	3	13	9	6	4	0	0	31	23
Natural Resources	73	21	5	24	4	19	0	0	1	5	0	0	0	0	3	14
Cert./Dip. On Campus Total	1140	293	61	21	35	12	6	2	20	7	9	3	0	0	123	42
SIAST CERTIFICATE/DIPLOMA ON CAMPUS TOTAL	5938	2285	161	7	83	4	22	1	56	2	77	3	11	0	1078	47

	Total Enrol.	Total Withdrawals		Aboriginal		Metis		Non-Status		Status		Disabled		Visible Minority		Women	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
KELSEY - WITHDRAWALS																	
Health/Science/Service	835	62	7	11	18	3	5	2	3	6	10	6	10	1	2	47	76
Industrial/Engineering	590	49	8	6	12	3	6	1	2	2	4	5	10	2	4	0	0
Cert./Dip. On Campus Total	1425	111	8	17	15	6	5	3	3	8	7	11	10	3	3	47	42
PALLISER - WITHDRAWALS																	
Business	885	72	8	3	4	2	3	0	0	1	1	3	4	1	1	36	50
Technology	613	61	10	1	2	1	2	0	0	0	0	1	2	0	0	6	10
Industrial	240	23	10	2	9	2	9	0	0	0	0	0	0	0	0	3	13
Cert./Dip. On Campus Total	1738	156	9	6	4	5	3	0	0	1	1	4	3	1	1	45	29
WASCANA - WITHDRAWALS																	
Agriculture	39	8	21	1	13	0	0	0	0	1	13	0	0	0	0	0	0
Health Sciences	792	103	13	15	15	6	6	1	1	8	8	12	12	0	0	75	73
Indus/Techn/Business	804	211	26	33	16	5	2	2	1	26	12	22	10	5	2	131	62
Cert./Dip. On Campus Total	1635	322	20	49	15	11	3	3	1	35	11	34	11	5	2	206	64
WOODLAND - WITHDRAWALS																	
Applied Arts	74	12	16	2	17	0	0	1	8	1	8	1	8	0	0	7	58
Business	317	78	25	22	28	13	17	3	4	6	8	2	3	0	0	51	65
Community Services	218	40	18	14	35	8	20	0	0	6	15	1	3	0	0	28	70
Industrial Trades	458	93	20	53	57	23	25	6	6	24	26	5	5	0	0	12	13
Natural Resources	73	9	12	3	33	2	22	0	0	1	11	0	0	0	0	0	0
Cert./Dip. On Campus Total	1140	232	20	94	41	46	20	10	4	38	16	9	4	0	0	98	42
SIAST CERTIFICATE/DIPLOMA ON CAMPUS TOTAL	5938	821	14	166	20	68	8	16	2	82	10	58	7	9	1	396	48

Appendix B2 - Kelsey

Applicants

Enrolment

Graduates

Withdrawals

KELSEY - APPLICATIONS

	Stu Type	Total Applic	Aboriginal #	Aboriginal %	Disabled #	Disabled %	Visible Minority #	Visible Minority %	Women #	Women %
Health/Science/Service (Kelsey)										
Unclassified	2	4							3	75
Animal Health Technology	1	159	6	4	4	3	1	1	148	93
Animal Health Technology	2	19							18	95
Biological Sciences Technology	1	60	3	5	4	7	1	2	44	73
Biological Sciences Technology	2	23	1	4					10	43
Certified Combined Technician	1	66	6	9	1	2	3	5	57	86
Chemical Technology	1	67	10	15	1	1	1	1	37	55
Chemical Technology	2	16	1	6	1	6			9	56
Diploma Nursing	1	179	37	21	2	1	7	4	153	85
Diploma Nursing	2	184	33	20	4	2			146	89
Early Childhood Development	1	117	7	6	2	2	2	2	115	98
Early Childhood Dev. Diploma	2	29	5	17	5	17			28	97
Food Services Administration	1	21			1	5	1	5	18	86
Food Services Administration	2	16	3	19					13	81
Home Care/Special Care Aide	1	66	7	11	5	8	1	2	58	88
Hotel and Restaurant Admin.	1	105	3	3	5	5	1	1	76	72
Hotel and Restaurant Admin.	2	33	5	15	2	6			25	76
Library Technician	1	6							3	50
Library Technician	2	8	1	13					7	88
Medical Laboratory Technology	1	25			1	4	1	4	23	92
Medical Radiation Technology	1	103	4	4	1	1	4	4	84	82
Professional Cooking	1	90	17	19	5	6	2	2	40	44
Recreation and Leisure	1	66	6	9	1	2	1	2	36	55
Recreation and Leisure	2	29	1	3	2	7			17	59
Retail Meatcutting	1	55	8	15	3	5			2	4
Rehabilitation Worker Cert.	1	97	6	6	8	8			85	88
Rehabilitation Worker Diploma	2	27			5	19			24	89
Youth Care Worker Certificate	1	101	15	15	8	8	1	1	88	87
Youth Care Worker Diploma	2	22	4	18	1	5			20	91
Division Total		1773	189	11	72	4	27	2	1387	78
Industrial/Engineering (Kelsey)										
Unclassified	0	1								
Auto Body Technician	1	52	4	8	2	4				
Agricultural Machinery Tech	1	74	3	4	1	1				
Agricultural Machinery Tech	2	32	2	6						
Automotive Service Technician	1	69	8	12	1	1	1	1	6	9
Automotive Service Technology	2	30	1	3	1	3			1	3
CAD/CAM Engineering Technology	1	85	4	5	2	2	3	4	25	29
CAD/CAM Engineering Technology	2	25			2	8	1	4	8	32
Computer Systems Technology	1	119	8	7	3	3	7	6	28	24
Computer Systems Technology	2	28	2	7	2	7	4	14	12	43
Heavy Equipment Mechanics	1	118	12	10	1	1	1	1	1	1
Indust. Electronics Technician	1	94	2	2	4	4	4	4	6	6
Indust. Electronics Technician	2	1								
Indust. Electronics Technology	2	28							4	14
Industrial Mechanics	1	43	4	9	5	12			1	2
John Deere Ag Tech	1	22								
Mechanical Engineering	1	70	2	3	1	1	1	1	4	6
Mechanical Engineering	2	35	2	6	1	3	1	3	2	6
Machine Shop	1	62	1	2	2	3	2	3	4	6
Power Engineering	1	105	7	7	3	3	1	1	6	6
Power Engineering III Class	1	8	1	13						
Parts Management Technician	1	76	5	7	10	13			13	17
Refrigeration/Air Conditioning	1	33	2	6	1	3			2	6
Welding	1	95	10	11	1	1	1	1	5	5
Division Total		1305	80	6	43	3	27	2	128	10
Cert./Dip. On Campus Total		3078	269	9	115	4	54	2	1515	49
Industrial Trades (Meadow Lake - Non-Traditional)										
HEM Heavy Equipment Mechanics	1	16	5	31						
Industrial Trades (Meadow Lake - Non-Traditional)		16	5	31						
Industrial Trades (Woodland)										
HEM Heavy Equipment Mechanics	1	4	2	50					2	50
Industrial Trades (Woodland) Total		4	2	50					2	50

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KELSEY - ENROLMENT

	Stu Type	Total Enrol.	Aboriginal #	Aboriginal %	Metis #	Metis %	Non-Status #	Non-Status %	Status #	Status %	Disabled #	Disabled %	Visible Minority #	Visible Minority %	Women #	Women %
Health/Science/Service (Kelsey)																
Animal Health Technology	1	29	2	7	1	3			1	3	2	7			28	97
Animal Health Technology	2	18													17	94
Biological Sciences Technology	1	31	3	10	2	6			1	3	2	6			16	52
Biological Sciences Technology	2	22	1	5	1	5									10	45
Certified Combined Technician	1	25	3	12	2	8			1	4			1	4	20	80
Chemical Technology	1	31	3	10	2	6			1	3	1	3			17	55
Chemical Technology	2	16	1	6	1	6					1	6			9	56
Diploma Nursing	1	86	12	14	5	6			7	8	2	2	2	2	73	85
Diploma Nursing	2	127	29	23	9	7	5	4	15	12	4	3			114	90
Early Childhood Development	1	20	1	5	1	5					4	20			19	95
Early Childhood Dev. Diploma	2	23									3	13			22	96
Food Services Administration	1	25	1	4	1	4					2	8	2	8	17	68
Food Services Administration	2	31	4	13	3	10			1	3	1	3	2	6	24	77
Home Care/Special Care Aide	1	15	2	13	1	7			1	7	3	20			11	73
Hotel and Restaurant Admin.	1	32	3	9	1	3	1	3	1	3					21	66
Hotel and Restaurant Admin.	2	26	3	12	1	4	2	8			1	4			20	77
Library Technician	1	33	3	9	3	9					1	3			30	91
Medical Laboratory Technology	1	35									2	6	2	6	28	80
Medical Radiation Technology	1	17													16	94
Professional Cooking	1	28	4	14			2	7	2	7	1	4	1	4	18	64
Recreation and Leisure	1	31									1	3	1	3	22	71
Recreation and Leisure	2	26	1	4	1	4					1	4			14	54
Retail Meatcutting	1	29	3	10	2	7	1	3							1	3
Rehabilitation Worker Cert.	1	21	1	5	1	5					5	24			18	86
Rehabilitation Worker Diploma	2	21	1	5	1	5					1	5			16	76
Youth Care Worker Certificate	1	20	4	20	3	15			1	5	3	15			15	75
Youth Care Worker Diploma	2	17	3	18	2	12			1	6	3	18			15	88
Total		835	88	11	44	5	11	1	33	4	44	5	11	1	631	76
Industrial/Engineering (Kelsey)																
Unclassified	0	1													1	100
Auto Body Technician	1	25	2	8	2	8										
Agricultural Machinery Tech	1	36									2	6				
Agricultural Machinery Tech	2	24	2	8	2	8										
Automotive Service Technician	1	22	2	9	1	5	1	5			1	5			2	9
Automotive Service Technology	2	16	1	6	1	6										
CAD/CAM Engineering Technology	1	24									1	4	1	4	4	17
CAD/CAM Engineering Technology	2	26									3	12	1	4	8	31
Computer Systems Technology	1	21	2	10	1	5			1	5	1	5	1	5	6	29
Computer Systems Technology	2	25	2	8			1	4	1	4	2	8	3	12	11	44
Heavy Equipment Mechanics	1	52	2	4					2	4	2	4				
Indust. Electronics Technician	1	52	1	2	1	2					1	2	1	2	1	2
Indust. Electronics Technician	2	8														
Indust. Electronics Technology	2	25													5	20
Industrial Mechanics	1	14	1	7	1	7							2	14		
Mechanical Engineering	1	39									3	8				
Mechanical Engineering	2	34	2	6	1	3	1	3			1	3	1	3	2	6
Machine Shop	1	24	2	8	2	8					3	13				
Power Engineering	1	39	3	8	3	8					2	5			1	3
Parts Management Technician	1	27	2	7	2	7					3	11			3	11
Refrigeration/Air Conditioning	1	14	1	7			1	7								
Welding	1	42	9	21	3	7			6	14	3	7				
Total		590	34	6	20	3	4	1	10	2	28	5	10	2	44	7
Cert./Dip. On Campus Total		1425	122	9	64	4	15	1	43	3	72	5	21	1	675	47

KELSEY - GRADUATES

	Stu Type	Total Enrol.	Total Grads #	Aboriginal #	Aboriginal %	Metis #	Metis %	Non-Status #	Non-Status %	Status #	Status %	Disabled #	Disabled %	Visible Minority #	Visible Minority %	Women #	Women %
Health/Science/Service (Kelsey)																	
Animal Health Technology	1	29															
Animal Health Technology	2	18	19	1	5	1	5									19	100
Biological Sciences Technology	1	31															
Biological Sciences Technology	2	22	15													5	33
Certified Combined Technician	1	25	22	1	5	1	5					1	5			19	86
Chemical Technology	1	31															
Chemical Technology	2	16	12	1	8	1	8					1	8			7	58
Diploma Nursing	1	86															
Diploma Nursing	2	127	97	16	16	5	5	5	5	6	6	2	2			85	88
Early Childhood Development	1	20	16									4	25			15	94
Early Childhood Dev. Diploma	2	23	22									2	9			21	95
Food Services Administration	1	25															
Food Services Administration	2	31	12	2	17	1	8			1	8					12	100
Home Care/Special Care Aide	1	15	12	1	8	1	8					1	8			10	83
Hotel and Restaurant Admin.	1	32															
Hotel and Restaurant Admin.	2	26	16	1	6			1	6							12	75
Library Technician	1	33															
Medical Laboratory Technology	1	35	23									1	4			19	83
Medical Radiation Technology	1	17	17													16	94
Professional Cooking	1	28	21									1	5	1	5	13	62
Recreation and Leisure	1	31															
Recreation and Leisure	2	26	16													10	63
Retail Meatcutting	1	29	24	1	4			1	4								
Rehabilitation Worker Cert.	1	21	19	1	5	1	5					4	21			16	84
Rehabilitation Worker Diploma	2	21	23	1	4	1	4					1	4			18	78
Youth Care Worker Certificate	1	20	18	3	17	2	11			1	6	1	6			14	78
Youth Care Worker Diploma	2	17	15	2	13	2	13					2	13			14	93
Total		835	419	31	7	16	4	7	2	8	2	21	5	1	0	325	78
Industrial/Engineering (Kelsey)																	
Unclassified	0	1															
Auto Body Technician	1	25	22	2	9	2	9										
Agricultural Machinery Tech	1	36															
Agricultural Machinery Tech	2	24	15														
Automotive Service Technician	1	22	18	1	6	1	6										
Automotive Service Technology	2	16	14	1	7	1	7										
CAD/CAM Engineering Technology	1	24															
CAD/CAM Engineering Technology	2	26	18									1	6	1	6	5	28
Computer Systems Technology	1	21															
Computer Systems Technology	2	25	19	1	5			1	5			2	11	2	11	9	47
Heavy Equipment Mechanics	1	52	43	1	2					1	2	1	2				
Indust. Electronics Technician	1	52	8														
Indust. Electronics Technician	2	8	7														
Indust. Electronics Technology	2	25	12													5	42
Industrial Mechanics	1	14	15	1	7	1	7							2	13		
Mechanical Engineering	1	39															
Mechanical Engineering	2	34	26	1	4	1	4					1	4				
Machine Shop	1	24	21	1	5	1	5					2	10				
Power Engineering	1	39	25	3	12	3	12					1	4				
Parts Management Technician	1	27	23	1	4	1	4					1	4			3	13
Refrigeration/Air Conditioning	1	14	9														
Welding	1	42	16	4	25	2	13			2	13	1	6				
Total		590	311	17	5	13	4	1	0	3	1	10	3	5	2	22	7
Cert./Dip. On Campus Total		1425	730	48	7	29	4	8	1	11	2	31	4	6	1	347	48

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	Sub Type	Total Enrol.	Total Withdrawals		Aboriginal		Metis		Non-Status		Status		Disabled		Visible Minority		Women	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
KELSEY - WITHDRAWALS																		
Health/Science/Service (Kelsey)																		
Animal Health Technology	1	29	3	10									1	33			3	100
Animal Health Technology	2	18																
Biological Sciences Technology	1	31	4	13	1	25	1	25					1	25			2	50
Biological Sciences Technology	2	22	3	14													1	33
Certified Combined Technician	1	25	5	20													5	100
Chemical Technology	1	31	3	10									1	33			1	33
Chemical Technology	2	16	1	6														
Diploma Nursing	1	86	2	2									1	50			2	100
Diploma Nursing	2	127	12	9	4	33					4	33	1	8			12	100
Early Childhood Development	1	20	1	5	1	100	1	100									1	100
Early Childhood Dev. Diploma	2	23	1	4													1	100
Food Services Administration	1	25	6	24													5	83
Food Services Administration	2	31																
Home Care/Special Care Aide	1	15	1	7									1	100				
Hotel and Restaurant Admin.	1	32	6	19	2	33			1	17	1	17					4	67
Hotel and Restaurant Admin.	2	26	2	8													2	100
Library Technician	1	33	2	6													2	100
Medical Laboratory Technology	1	35	2	6											1	50	2	100
Medical Radiation Technology	1	17																
Professional Cooking	1	28	3	11	2	67			1	33	1	33					2	67
Recreation and Leisure	1	31	2	6													1	50
Recreation and Leisure	2	26	1	4													1	100
Retail Meatcutting	1	29	2	7	1	50	1	50										
Rehabilitation Worker Cert.	1	21																
Rehabilitation Worker Diploma	2	21																
Youth Care Worker Certificate	1	20																
Youth Care Worker Diploma	2	17																
Total		835	62	7	11	18	3	5	2	3	6	10	6	10	1	2	47	76
Industrial/Engineering (Kelsey)																		
Unclassified	0	1																
Auto Body Technician	1	25																
Agricultural Machinery Tech	1	36	1	3														
Agricultural Machinery Tech	2	24	1	4														
Automotive Service Technician	1	22	1	5									1	100				
Automotive Service Technology	2	16	1	6														
CAD/CAM Engineering Technology	1	24	2	8									1	50				
CAD/CAM Engineering Technology	2	26																
Computer Systems Technology	1	21	1	5											1	100		
Computer Systems Technology	2	25	1	4											1	100		
Heavy Equipment Mechanics	1	52	2	4														
Indust. Electronics Technician	1	52	19	37	1	5	1	5										
Indust. Electronics Technician	2	8																
Indust. Electronics Technology	2	25	1	4														
Industrial Mechanics	1	14																
Mechanical Engineering	1	39	4	10														
Mechanical Engineering	2	34																
Machine Shop	1	24	2	8	1	50	1	50					1	50				
Power Engineering	1	39	1	3														
Parts Management Technician	1	27	2	7	1	50	1	50					1	50				
Refrigeration/Air Conditioning	1	14	5	36	1	20			1	20								
Welding	1	42	5	12	2	40					2	40	1	20				
Total		590	49	8	6	12	3	6	1	2	2	4	5	10	2	4		
Cert./Dip. On Campus Total		1425	111	8	17	15	6	5	3	3	8	7	11	10	3	3	47	42

Appendix B3 - Palliser

Applicants

Enrolment

Graduates

Withdrawals

PALLISER - APPLICATIONS

	Stu Type	Total Applic	Aboriginal #	Aboriginal %	Disabled #	Disabled %	Visible Minority #	Visible Minority %	Women #	Women %
Business (Palliser)										
Accountancy	1	235	5	2	2	1	1	0	136	58
Accountancy	2	181	3	2	1	1	1	1	100	55
Administration	1	175	12	7	2	1			98	56
Administration	2	133	3	2					79	59
Office Automation/Admin AIS	2	18	1	6	1	6	1	6	18	100
Computer Information Systems	1	179	10	6	2	1	2	1	48	27
Computer Information Systems	2	141	2	1	3	2			43	30
Marketing	1	121	3	2					69	57
Marketing	2	80					2	3	38	48
Office Education	1	136	6	4	2	1	1	1	134	99
Office Automation/Admin OIS	2	33	3	9	1	3			32	97
Public Administration	1	57	4	7	1	2	1	2	31	54
Public Administration	2	24	2	8					15	63
Refresher Program	1	16	2	13	1	6			6	38
Division Total		1529	56	4	16	1	9	1	847	55
Technology (Palliser)										
Architectural Engineering	1	114	5	4	1	1	2	2	48	42
Architectural Engineering	2	43			1	2			13	30
Architectural Engineering	3	21			1	5			6	29
Computer Aided Design/Drafting	1	87							15	17
Computer Aided Design/Drafting	2	38							5	13
Computer Aided Design/Drafting	3	20							2	10
Computer Engineering	1	69	4	6			2	3	9	13
Computer Engineering	2	33							5	15
Computer Engineering	3	11								
Civil Engineering Technology	1	59	2	3			2	3	8	14
Civil Engineering Technology	2	19							2	11
Civil Engineering Technology	3	20							1	5
Electrical Engineering	1	43							3	7
Electrical Engineering	2	40							3	8
Electrical Engineering	3	14							1	7
Electronics Engineering	1	63	1	2			1	2	3	5
Electronics Engineering	2	38								
Electronics Engineering	3	17							1	6
Instrumentation Engineering	1	63	2	3			1	2	3	5
Instrumentation Engineering	2	57			2	4			1	2
Instrumentation Engineering	3	21							1	5
Surveying Engineering	1	30			1	3			3	10
Surveying Engineering	2	6								
Surveying Engineering	3	10								
Water Resources Engineering	1	50	1	2					15	30
Water Resources Engineering	2	25							2	8
Water Resources Engineering	3	21							2	10
Division Total		1032	15	1	6	1	8	1	152	15
Industrial (Palliser)										
Auto Body Technician	1	35	4	11					1	3
Automotive Service Technician	1	69	3	4						
Automotive Service Technology	2	24	1	4	1	4				
Automotive Service Technology	3	1								
Advanced Video Systems	1	30			1	3			1	3
Carpentry	1	39	2	5			1	3	6	15
Electrician	1	48	3	6	2	4			4	8
Electronics Service Technician	1	94	1	1	4	4	1	1	6	6
Professional Cooking	1	66	7	11	3	5	4	6	24	36
Short Order Cooking	1	1								
Welding	1	69	4	6	2	3			2	3
Division Total		476	25	5	13	3	6	1	44	9
Cert./Dip. On Campus Total		3037	96	3	35	1	23	1	1043	34

	Stu Type	Total Enrol.	Aboriginal		Metis		Non-Status		Status		Disabled		Visible Minority		Women	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
PALLISER - ENROLMENT																
Business (Palliser)																
Accountancy	1	120	2	2	2	2					3	3	1	1	80	67
Accountancy	2	130	1	1	1	1									88	68
Accountancy		28														
Administration	1	82	4	5	3	4			1	1			1	1	49	60
Administration	2	104													60	58
Administration		9														
Office Automation/Admin AIS	2	12	2	17					2	17			1	8	12	100
Computer Information Systems	1	76	2	3	2	3					4	5	1	1	25	33
Computer Information Systems	2	85	1	1	1	1					1	1			29	34
Computer Information Systems		21														
Marketing	1	43	1	2	1	2									22	51
Marketing	2	58	1	2	1	2									39	67
Marketing		9														
Office Education	1	35	3	9			1	3	2	6	1	3	1	3	35	100
Office Automation/Admin OIS	2	20											1	5	20	100
Public Administration	1	35	2	6	2	6									24	69
Public Administration	2	16	1	6					1	6					7	44
Public Administration		2														
Total		885	20	2	13	1	1	0	6	1	9	1	6	1	490	55
Technology (Palliser)																
Architectural Engineering	1	38													19	50
Architectural Engineering	2	24									1	4			8	33
Architectural Engineering	3	21									1	5			7	33
Computer Aided Design/Drafting	1	26	1	4	1	4					1	4			2	8
Computer Aided Design/Drafting	2	20													2	10
Computer Aided Design/Drafting	3	20													3	15
Computer Engineering	1	35	1	3	1	3									5	14
Computer Engineering	2	20													3	15
Computer Engineering	3	12													1	8
Civil Engineering Technology	1	31	2	6	1	3			1	3					3	10
Civil Engineering Technology	2	19													2	11
Civil Engineering Technology	3	19														
Electrical Engineering	1	32	1	3	1	3					1	3			3	9
Electrical Engineering	2	21													1	5
Electrical Engineering	3	17													2	12
Electronics Engineering	1	33											2	6	2	6
Electronics Engineering	2	22														
Electronics Engineering	3	17													1	6
Instrumentation Engineering	1	33									2	6			1	3
Instrumentation Engineering	2	30									1	3			1	3
Instrumentation Engineering	3	21													1	5
Surveying Engineering	1	17									2	12			1	6
Surveying Engineering	2	8													1	13
Surveying Engineering	3	11														
Water Resources Engineering	1	28	2	7	1	4	1	4							5	18
Water Resources Engineering	2	20													2	10
Water Resources Engineering	3	18													2	11
Total		613	7	1	5	1	1	0	1	0	9	1	2	0	78	13
Industrial (Palliser)																
Auto Body Technician	1	23														
Automotive Service Technician	1	32	1	3					1	3	1	3				
Automotive Service Technology	2	4													2	50
Advanced Video Systems	1	21									1	5				
Carpentry	1	14	2	14	1	7			1	7					1	7
Electrician	1	20									1	5			2	10
Electronics Service Technician	1	66	1	2					1	2	4	6			3	5
Professional Cooking	1	37	2	5	2	5									16	43
Short Order Cooking	1	1														
Welding	1	22	1	5	1	5					1	5				
Total		240	7	3	4	2			3	1	8	3			24	10
Cert./Dip. On Campus Total		1738	34	2	22	1	2	0	10	1	26	1	8	0	592	34

	Stu Type	Total Enrol.	Total Grads	Aboriginal		Metis		Non-Status		Status		Disabled		Visible Minority		Women	
PALLISER - GRADUATES			#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Business (Palliser)																	
Accountancy	1	120															
Accountancy	2	130	83	1	1	1	1									42	51
Accountancy		28															
Administration	1	82															
Administration	2	104	65	1	1	1	1									32	49
Administration		9															
Office Automation/Admin AIS	2	12	7														
Computer Information Systems	1	76															
Computer Information Systems	2	85	41									1	1			9	22
Computer Information Systems		21															
Marketing	1	43															
Marketing	2	58	49	1	2	1	2									23	47
Marketing		9															
Office Education	1	35	25	2	6					2	6			1	3	25	100
Office Automation/Admin OIS	2	20	12														
Public Administration	1	35															
Public Administration	2	16	17	1	6					1	6					8	47
Public Administration		2															
Total		885	299	6	1	3	0			3	0	1	0	1	0	139	46
Technology (Palliser)																	
Architectural Engineering	1	38															
Architectural Engineering	2	24															
Architectural Engineering	3	21	18									1	6			4	22
Computer Aided Design/Drafting	1	26															
Computer Aided Design/Drafting	2	20															
Computer Aided Design/Drafting	3	20	21													2	10
Computer Engineering	1	35															
Computer Engineering	2	20															
Computer Engineering	3	12	10													1	10
Civil Engineering Technology	1	31															
Civil Engineering Technology	2	19															
Civil Engineering Technology	3	19	17														
Electrical Engineering	1	32															
Electrical Engineering	2	21															
Electrical Engineering	3	17	14													1	7
Electronics Engineering	1	33															
Electronics Engineering	2	22															
Electronics Engineering	3	17	17													1	6
Instrumentation Engineering	1	33															
Instrumentation Engineering	2	30															
Instrumentation Engineering	3	21	19														
Surveying Engineering	1	17															
Surveying Engineering	2	8															
Surveying Engineering	3	11	10														
Water Resources Engineering	1	28															
Water Resources Engineering	2	20															
Water Resources Engineering	3	18	14													2	14
Total		613	140									1	1			11	8
Industrial (Palliser)																	
Auto Body Technician	1	23	17														
Automotive Service Technician	1	32	20	1	5					1	5						
Automotive Service Technology	2	4	2														
Advanced Video Systems	1	21	19									1	5				
Carpentry	1	14	10	1	10					1	10						
Electrician	1	20	20									1	5			2	10
Electronics Service Technician	1	66	30									1	3			1	3
Professional Cooking	1	37	28	1	4	1	4									13	46
Short Order Cooking	1	1															
Welding	1	22	11	1	9	1	9										
Total		240	157	4	3	2	1			2	1	3	2			16	10
Cert./Dip. On Campus Total		1738	596	10	2	5	1			5	1	5	1	1	0	166	28

	Stu Type	Total Enrol.	Total Withdrawals #	Total Withdrawals %	Aboriginal #	Aboriginal %	Metis #	Metis %	Non-Status #	Non-Status %	Status #	Status %	Disabled #	Disabled %	Visible Minority #	Visible Minority %	Women #	Women %
PALLISER - WITHDRAWALS																		
Business (Palliser)																		
Accountancy	1	120	10	8									1	10	1	10	6	60
Accountancy	2	130	11	8													7	64
Accountancy		28																
Administration	1	82	11	13													5	45
Administration	2	104	7	7													3	43
Administration		9																
Office Automation/Admin AIS	2	12	1	8	1	100					1	100					1	100
Computer Information Systems	1	76	9	12									2	22			3	33
Computer Information Systems	2	85	9	11													2	22
Computer Information Systems		21																
Marketing	1	43	5	12	1	20	1	20									2	40
Marketing	2	58	1	2													1	100
Marketing		9																
Office Education	1	35	2	6													2	100
Office Automation/Admin OIS	2	20																
Public Administration	1	35	5	14	1	20	1	20									4	80
Public Administration	2	16	1	6														
Public Administration		2																
Total		885	72	8	3	4	2	3			1	1	3	4	1	1	36	50
Technology (Palliser)																		
Architectural Engineering	1	38	8	21													3	38
Architectural Engineering	2	24	2	8													1	50
Architectural Engineering	3	21																
Computer Aided Design/Drafting	1	26	5	19														
Computer Aided Design/Drafting	2	20																
Computer Aided Design/Drafting	3	20																
Computer Engineering	1	35	15	43														
Computer Engineering	2	20																
Computer Engineering	3	12																
Civil Engineering Technology	1	31	2	6														
Civil Engineering Technology	2	19	1	5														
Civil Engineering Technology	3	19																
Electrical Engineering	1	32	7	22														
Electrical Engineering	2	21																
Electrical Engineering	3	17																
Electronics Engineering	1	33	7	21														
Electronics Engineering	2	22																
Electronics Engineering	3	17																
Instrumentation Engineering	1	33	6	18														
Instrumentation Engineering	2	30																
Instrumentation Engineering	3	21																
Surveying Engineering	1	17	5	29									1	20				
Surveying Engineering	2	8																
Surveying Engineering	3	11																
Water Resources Engineering	1	28	3	11	1	33	1	33									2	67
Water Resources Engineering	2	20																
Water Resources Engineering	3	18																
Total		613	61	10	1	2	1	2					1	2			6	10
Industrial (Palliser)																		
Auto Body Technician	1	23	2	9														
Automotive Service Technician	1	32	4	13														
Automotive Service Technology	2	4																
Advanced Video Systems	1	21	2	10														
Carpentry	1	14	2	14	1	50	1	50									1	50
Electrician	1	20	1	5														
Electronics Service Technician	1	66	6	9														
Professional Cooking	1	37	5	14	1	20	1	20									2	40
Short Order Cooking	1	1																
Welding	1	22	1	5														
Total		240	23	10	2	9	2	9									3	13
Cert./Dip. On Campus Total		1738	156	9	6	4	5	3			1	1	4	3	1	1	45	29

Appendix B4 - Wascana

Applicants

Enrolment

Graduates

Withdrawals

WASCANA - APPLICATIONS

	Stu Type	Total Applic	Aboriginal #	Aboriginal %	Disabled #	Disabled %	Visible Minority #	Visible Minority %	Women #	Women %
Agriculture (Wascana)										
Agriculture Production	1	33	2	6					5	15
Agricultural Production Tech	1	1	1	100						
Agricultural Production Tech	2	3	2	67						
Beef Management	1	4							1	25
Farm Business Management	1	9							1	11
Farm Mechanics	1	8			3	38				
Swine Technician	1	1								
Division Total		59	5	8	3	5			7	12
Health Sciences (Wascana)										
Unclassified	0	27	1	4	1	4			23	85
Dental Assisting	1	177	2	1	2	1	2	1	175	99
Dental Hygiene	1	241	7	3	3	1	4	2	231	96
Diploma Nursing	1	155	10	6	5	3	2	1	126	81
Diploma Nursing	2	77	1	1	3	4			63	82
Emergency Medical Technician	0	299	13	4	3	1	3	1	98	33
EMT Paramedic	1	34	2	6					4	12
Health Record Technician	1	14	2	14	1	7	2	14	13	93
Health Record Technology	1	12	1	8	1	8			12	100
Health Record Technology	2	1							1	100
Occup/Physical Therapist Asst	1	79			4	5			70	89
Psychiatric Nursing	1	140	14	10	5	4	1	1	109	78
Psychiatric Nursing	2	6			1	17			4	67
Practical Nursing	1	109	11	10	11	10	1	1	93	85
Psychiatric Nursing Refresher	1	10					1	10	9	90
Division Total		1381	64	5	40	3	16	1	1031	75
Indus/Techn/Business (Wascana)										
Auto Body Technician	1	61	12	20	4	7	2	3	3	5
Applied Photography	1	33	2	6	3	9			22	67
Automotive Service Technician	1	61	3	5	1	2	2	3	2	3
Building Systems Operator	1	4	3	75						
Building Systems Technician	1	26	4	15	3	12	2	8	2	8
Drafting Technician	1	57	1	2	3	5	1	2	20	35
Electronic Communications Tech	1	90	6	7	6	7	5	6	9	10
Graphic Arts Production	1	64	3	5	6	9	2	3	36	56
Major Appliance Servicing	1	23	1	4	3	13	1	4	1	4
Machine Shop Practice	1	46			5	11	2	4	2	4
Office Education	1	350	43	12	13	4	4	1	343	98
Outdoor Power Equipment	1	35	1	3	3	9				
Welding	1	100	10	10	7	7	1	1	4	4
Division Total		950	89	9	57	6	22	2	444	47
Cert./Dip. On Campus Total		2390	158	7	100	4	38	2	1482	62

	Stu Type	Total Enrol.	Aboriginal		Metis		Non-Status		Status		Disabled		Visible Minority		Women	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
WASCANA - ENROLMENT																
Agriculture (Wascana - Traditional)																
Agriculture Production	1	17	1	6					1	6	1	6				
Agricultural Production Tech	2	8	1	13					1	13					1	13
Farm Business Management	2	1														
Total		26	2	8					2	8	1	4			1	4
Agriculture (Wascana - Non-Traditional)																
Pork Production Technician	1	13													4	31
Total		13													4	31
Agriculture (Wascana) Total		39	2	5					2	5	1	3			5	13
Health Sciences (Wascana - Traditional)																
Unclassified	0	53	4	8	2	4			2	4	8	15	1	2	50	94
Dental Assisting	1	60	6	10	3	5	2	3	1	2	3	5			60	100
Dental Hygiene	1	24	2	8	1	4	1	4			1	4			23	96
Dental Hygiene	2	34	3	9	3	9									33	97
Diploma Nursing	1	93	4	4	1	1			3	3	4	4	1	1	82	88
Diploma Nursing	2	114	3	3			1	1	2	2	3	3	2	2	107	94
EMT Paramedic	1	14	1	7					1	7			2	14	3	21
Health Record Technician	1	8													7	88
Health Record Technology	1	13	1	8	1	8					1	8			13	100
Health Record Technology	2	11													11	100
Psychiatric Nursing	1	77	4	5	3	4	1	1			8	10			60	78
Psychiatric Nursing	2	57	6	11	2	4	1	2	3	5	3	5			44	77
Practical Nursing	1	57	5	9	1	2	1	2	3	5	8	14			51	89
Total		615	39	6	17	3	7	1	15	2	39	6	6	1	544	88
Health Sciences (Wascana - Non-Traditional)																
Emergency Medical Technician	0	163	10	6	5	3	1	1	4	2	3	2			56	34
Psychiatric Nursing Refresher	1	14											2	14	12	86
Total		177	10	6	5	3	1	1	4	2	3	2	2	1	68	38
Health Sciences (Wascana) Total		792	49	6	22	3	8	1	19	2	[illegible]	[illegible]	8	1	612	77
Indus/Techn/Business (Wascana - Non-Traditional)																
Auto Body Technician	1	44	9	20	1	2	1	2	7	16	6	14			1	2
Applied Photography	1	26	2	8	1	4	1	4			[illegible]	[illegible]			20	77
Automotive Service Technician	1	37	6	16	2	5	1	3	3	8	3	8			3	8
Building Systems Technician	1	32	4	13	1	3	1	3	2	6	10	31	1	3	2	6
Drafting Technician	1	41	3	7	1	2			2	5	5	12	2	5	11	27
Electronic Communications Tech	1	84	8	10	6	7	1	1	1	1	9	11	1	1	9	11
Graphic Arts Production	1	39									7	18	1	3	31	79
Major Appliance Servicing	1	20	1	5	1	5					2	10	1	5	1	5
Machine Shop Practice	1	34									1	3	1	3	1	3
Office Education	1	374	47	13	10	3	1	0	36	10	27	7	3	1	362	97
Outdoor Power Equipment	1	21									4	19				
Welding	1	52	2	4					2	4	6	12	1	2	6	12
Total		804	82	10	23	3	6	1	53	7	82	10	11	1	447	56
Cert./Dip. On Campus Total		1635	133	8	45	3	14	1	74	5	125	8	19	1	1064	65

	Stu Type	Total Enrol.	Total Grads #	Aboriginal #	Aboriginal %	Metis #	Metis %	Non-Status #	Non-Status %	Status #	Status %	Disabled #	Disabled %	Visible Minority #	Visible Minority %	Women #	Women %
WASCANA - GRADUATES																	
Agriculture (Wascana - Traditional)																	
Agriculture Production	1	17	8														
Agricultural Production Tech	2	8	3	1	33					1	33						
Farm Business Management	2	1	1														
Total		26	12	1	8					1	8						
Agriculture (Wascana - Non-Traditional)																	
Pork Production Technician	1	13	9													3	33
Total		13	9													3	33
Agriculture (Wascana) Total		39	21	1	5					1	5					3	14
Health Sciences (Wascana - Traditional)																	
Unclassified	0	53															
Dental Assisting	1	60	58	6	10	3	5	2	3	1	2	3	5			58	100
Dental Hygiene	1	24															
Dental Hygiene	2	34	33	3	9	3	9									32	97
Diploma Nursing	1	93															
Diploma Nursing	2	114	100	3	3			1	1	2	2	1	1	2	2	94	94
EMT Paramedic	1	14	11	1	9					1	9			2	18	3	27
Health Record Technician	1	8	3													3	100
Health Record Technology	1	13															
Health Record Technology	2	11	11													11	100
Psychiatric Nursing	1	77															
Psychiatric Nursing	2	57	56	6	11	2	4	1	2	3	5	3	5			44	79
Practical Nursing	1	57	27	1	4	1	4					3	11			26	96
Total		615	299	20	7	9	3	4	1	7	2	10	3	4	1	271	91
Health Sciences (Wascana - Non-Traditional)																	
Emergency Medical Technician	0	163	101	4	4	2	2	1	1	1	1	2	2			34	34
Psychiatric Nursing Refresher	1	14															
Total		177	101	4	4	2	2	1	1	1	1	2	2			34	34
Health Sciences (Wascana) Total		792	400	24	6	11	3	5	1	8	2	12	3	4	1	305	76
Indus/Techn/Business (Wascana - Non-Traditional)																	
Auto Body Technician	1	44	19	4	21	1	5	1	5	2	11	3	16				
Applied Photography	1	26	5													5	100
Automotive Service Technician	1	37	13														
Building Systems Technician	1	32	10	1	10					1	10	4	40				
Drafting Technician	1	41	18	1	6	1	6					2	11			6	33
Electronic Communications Tech	1	84	18	2	11	1	6	1	6			3	17			1	6
Graphic Arts Production	1	39	4									1	25			4	100
Major Appliance Servicing	1	20	4													1	25
Machine Shop Practice	1	34	11														
Office Education	1	374	114	9	8			1	1	8	7	5	4			114	100
Outdoor Power Equipment	1	21	8														
Welding	1	52	21									2	10			3	14
Total		804	245	17	7	3	1	3	1	11	4	20	8			134	55
Cert./Dip. On Campus Total		1635	666	42	6	14	2	8	1	20	3	32	5	4	1	442	66

WASCANA - WITHDRAWALS

	Stu Type	Total Enrol.	Total Withdrawals #	Total Withdrawals %	Aboriginal #	Aboriginal %	Metis #	Metis %	Non-Status #	Non-Status %	Status #	Status %	Disabled #	Disabled %	Visible Minority #	Visible Minority %	Women #	Women %
Agriculture (Wascana - Traditional)																		
Agriculture Production	1	17	8	47	1	13					1	13						
Agricultural Production Tech	2	8																
Farm Business Management	2	1																
Total		26	8	31	1	13					1	13						
Agriculture (Wascana - Non-Traditional)																		
Pork Production Technician	1	13																
Total		13																
Agriculture (Wascana) Total		39	8	21	1	13					1	13						
Health Sciences (Wascana - Traditional)																		
Unclassified	0	53	1	2													1	100
Dental Assisting	1	60	2	3													2	100
Dental Hygiene	1	24																
Dental Hygiene	2	34	1	3													1	100
Diploma Nursing	1	93	15	16	4	27	1	7			3	20	[illegible]	[illegible]			15	100
Diploma Nursing	2	114	10	9	1	10					1	10	[illegible]	[illegible]			9	90
EMT Paramedic	1	14	1	7														
Health Record Technician	1	8	3	38													2	67
Health Record Technology	1	13	2	15	1	50	1	50									2	100
Health Record Technology	2	11																
Psychiatric Nursing	1	77	21	27	2	10	2	10					5	24			16	76
Psychiatric Nursing	2	57	1	2														
Practical Nursing	1	57	24	42	3	13			1	4	2	8	4	17			20	83
Total		615	81	13	11	14	4	5	1	1	6	7	12	15			68	84
Health Sciences (Wascana - Non-Traditional)																		
Emergency Medical Technician	0	163	22	13	4	18	2	9			2	9					7	32
Psychiatric Nursing Refresher	1	14																
Total		177	22	12	4	18	2	9			2	9					7	32
Health Sciences (Wascana) Total		792	103	13	15	15	6	6	1	1	8	8	12	12			75	73
Indus/Techn/Business (Wascana - Non-Traditional)																		
Auto Body Technician	1	44	11	25	4	36					4	36	1	9			1	9
Applied Photography	1	26	6	23	1	17			1	17			1	17			5	83
Automotive Service Technician	1	37	10	27	2	20	1	10			1	10	1	10				
Building Systems Technician	1	32	2	6	2	100			1	50	1	50	1	50				
Drafting Technician	1	41	8	20	1	13					1	13			1	13	1	13
Electronic Communications Tech	1	84	17	20	2	12	1	6			1	6	3	18			1	6
Graphic Arts Production	1	39	12	31									2	17	1	8	9	75
Major Appliance Servicing	1	20	5	25											1	20		
Machine Shop Practice	1	34	8	24									1	13				
Office Education	1	374	118	32	19	16	3	3			16	14	10	8	2	2	112	95
Outdoor Power Equipment	1	21	3	14									1	33				
Welding	1	52	11	21	2	18					2	18	1	9			2	18
Total		804	211	26	33	16	5	2	2	1	26	12	22	10	5	2	131	62
Cert./Dip. On Campus Total		1635	322	20	49	15	11	3	3	1	35	11	34	11	5	2	206	64

Appendix B5 - Woodland

Applicants

Enrolment

Graduates

Withdrawals

	Stu Type	Total Applic	Aboriginal		Disabled		Visible Minority		Women	
WOODLAND - APPLICATIONS			#	%	#	%	#	%	#	%
Applied Arts (Woodland)										
Audiovisual Technician I	1	30	9	30	2	7			12	40
Ceramist	1	13	1	8	1	8			9	69
Weaver	1	5							5	100
Division Total		48	10	21	3	6			26	54
Business (Woodland)										
Business Admin:Accountant	1	41	14	34					27	66
Business Administration: Certi	1	14	3	21	1	7			9	64
Business Admin:Manager	1	53	17	32	2	4			32	60
Business Computer Programmer	1	37	11	30					16	43
Office Tech: Accounting Clerk	1	18	5	28	1	6			17	94
Office Tech: Computer Clerk	1	39	15	38					36	92
Office Tech: Clerk Typist	1	10	3	30	1	10			9	90
Office Tech: Legal Steno	1	13	2	15					13	100
Office Tech: Medical Steno	1	18	8	44					18	100
Office Tech: Stenographer	1	2							2	100
Division Total		245	78	32	5	2			179	73
Business (Meadow Lake)										
Office Tech: Computer Clerk	1	15	10	67					15	100
Office Tech: Clerk Typist	1	6	2	33					5	83
Division Total		21	12	57					20	95
Business Total		266	90	34	5	2			199	75
Community Services (Woodland)										
Chemical Dependency Worker	1	56	20	36	2	4			36	64
Corrections Worker	1	81	24	30					42	52
Early Childhood Development	1	61	17	28					59	97
Early Childhood Dev. Diploma	1	4	3	75					4	100
Early Childhood Dev. Diploma	2	6	2	33					6	100
Division Total		208	66	32	2	1			147	71
Community Services (Meadow Lake)										
Chemical Dependency Worker	1	2	1	50					1	50
Chemical Dependency Worker	2	5							1	20
Division Total		7	1	14					2	29
Community Services Total		215	67	31	2	1			149	69
Industrial Trades (Woodland)										
Unclassified	1	2	1	50					2	100
Carpenter	2	1								
Carpenter:Pre-Employment	1	57	29	51	2	4			5	9
Cosmetologist:Pre-Employment	1	65	23	35					63	97
Electrician	1	39	16	41	1	3			1	3
Electrician	2	3	1	33						
Electronics Service Technician	1	16	2	13			1	6		
Micro-Electronics Technician	1	34	5	15	3	9				
Outdoor Power Equipment	1	1								
Outdoor Power Eqp. Lawn&Garden	1	25	4	16					4	16
Outdoor Power Eqp. Motorcycle	1	1								
Outdoor Power Eqp. Marine Tech	1	1	1	100						
Outdoor Power Eqp. Snowmobile	1	3			1	33				
Professional Cook: Pre-Employ	1	69	38	55	3	4			31	45
Short Order Cook	1	10	5	50	2	20			3	30
Truck & Transport Mech. Repair	1	23	7	30	1	4				
Welder:Pre-employment	1	59	21	36	1	2	1	2	3	5
Division Total		409	153	37	14	3	2	0	112	27
Industrial Trades-Meadow Lake										
Carpenter:Pre-Employment	1	14	12	86					2	14
Heavy Equipment Mechanics	1	4	2	50					2	50
Professional Cook: Pre-Employ	1	15	9	60					12	80
Short Order Cook	1	1	1	100					1	100
Division Total		34	24	71					17	50
Industrial Trades Total		443	177	40	14	3	2	0	129	29
Natural Resources (Woodland)										
Forestry Technician	1	5			1	20				
Integrated Resource Mgmt Dip.	1	94	23	24	4	4			20	21
Division Total		99	23	23	5	5			20	20
Cert./Dip. On Campus Total		1071	367	34	29	3	2	0	523	49

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WOODLAND - ENROLMENT

	Stu Type	Total Enrol.	Aboriginal #	Aboriginal %	Metis #	Metis %	Non-Status #	Non-Status %	Status #	Status %	Disabled #	Disabled %	Visible Minority #	Visible Minority %	Women #	Women %
Applied Arts (Woodland - Non-Traditional)																
Audiovisual Technician I	1	22	3	14	1	5			2	9	1	5			5	23
Audiovisual Technician II	1	3	2	67	1	33			1	33					1	33
Audiovisual Technician II	2	12	2	17	1	8			1	8	2	17			3	25
Ceramist	1	14									1	7			9	64
Ceramist	2	13	1	8	1	8									11	85
Weaver	1	6	1	17					1	17					6	100
Weaver	2	4													4	100
Total		74	9	12	4	5			5	7	4	5			39	53
Business (Woodland - Non-Traditional)																
Business Admin:Accountant	1	27	6	22	2	7	1	4	3	11	1	4			23	85
Business Admin:Accountant	2	60	9	15	4	7	2	3	3	5	2	3			34	57
Business Administration: Cert	1	8													4	50
Business Admin:Manager	1	27	11	41	6	22	2	7	3	11	1	4			21	78
Business Admin:Manager	2	19									1	5			4	21
Business Computer Programmer	1	37	9	24	3	8	1	3	5	14	1	3			21	57
Business Computer Programmer	2	1														
Office Tech: Accounting Clerk	1	11									3	27			11	100
Office Tech: Computer Clerk	1	47	14	30	7	15			7	15	3	6			47	100
Office Tech: Clerk Typist	1	33	9	27	5	15	1	3	3	9	5	15			33	100
Office Tech: Legal Steno	1	10	3	30	2	20	1	10							10	100
Office Tech: Medical Steno	1	12	2	17	2	17									12	100
Office Tech: Stenographer	1	2													2	100
Total		294	63	21	31	11	8	3	24	8	17	6			222	76
Business (Meadow Lake - Non-Traditional)																
Office Tech: Computer Clerk	1	9	4	44	1	11			3	33					9	100
Office Tech: Clerk Typist	1	14	8	57	1	7									14	100
Total		23	12	52	2	9			3	13					23	100
Business Total		317	75	24	33	10	8	3	27	9	17	5			245	77
Community Services (Woodland - Non-Traditional)																
Chemical Dependency Worker	1	19	4	21	1	5			3	16	4	21			8	42
Chemical Dependency Worker	2	30	7	23	3	10	1	3	3	10	1	3			17	57
Corrections Worker	1	47	14	30	9	19	4	9	2	4					17	36
Corrections Worker	2	25	4	16	3	12	1	4							4	16
Early Childhood Development	1	43	12	28	7	16			5	12	2	5			42	98
Early Childhood Development	2	2													2	100
Early Childhood Dev. Diploma	1	1													1	100
Early Childhood Dev. Diploma	2	26	4	15	1	4			3	12					26	100
Total		193	45	23	24	12	6	3	16	8	7	4			117	61
Community Services (Meadow Lake - Non-Traditional)																
Chemical Dependency Worker	1	17	5	29	2	12			3	18					10	59
Chemical Dependency Worker	2	8	1	13	1	13									4	50
Total		25	6	24	3	12			3	12					14	56
Community Services Total		218	51	23	27	12	6	3	19	9	7	3			131	60
Industrial Trades (Woodland - Non-Traditional)																
Unclassified	1	1													1	100
Carpenter:Pre-Employment	1	37	20	54	5	14	1	3	14	38						
Cosmetologist:Pre-Employment	1	58	21	36	13	22	4	7	4	7					56	97
Electrician	1	34	18	53	10	29	1	3	7	21						
Electronics Service Technician	1	36	5	14	4	11			1	3					1	3
Micro-Electronics Technician	1	37	4	11	2	5			2	5	5	14			3	8
Outdoor Power Eqp. Lawn&Garden	1	13	2	15	2	15					2	15			1	8
Outdoor Power Eqp. Motorcycle	1	22	3	14	3	14					3	14				
Outdoor Power Eqp. Motorcycle	2	1														
Outdoor Power Eqp. Marine Tech	1	25	1	4	1	4					1	4				
Outdoor Power Eqp. Snowmobile	1	15	2	13	2	13					2	13				
Outdoor Power Eqp. Snowmobile	2	1														
Professional Cook: Pre-Employ	1	59	36	61	16	27	3	5	14	24	1	2			21	36
Short Order Cook	1	11	7	64	3	27			4	36	2	18			2	18
Truck & Transport Mech. Repair	1	33	15	45	10	30	2	6	3	9						
Welder:Pre-employment	1	38	13	34	7	18	2	5	4	11	2	5			1	3
Total		421	147	35	78	19	13	3	53	13	18	4			86	20
Industrial Trades (Meadow Lake - Non-Traditional)																
Carpenter:Pre-Employment	1	12	11	92	7	58	1	8	3	25					2	17
Professional Cook: Pre-Employ	1	8	5	63	3	38			2	25					7	88
Short Order Cook	1	2	2	100					2	100					2	100
Heavy Equipment Mechanic	1	15	3	20												
Total		37	21	57	10	27	1	3	7	19					11	30
Industrial Trades Total		458	168	37	88	19	14	3	60	13	18	4			97	21
Natural Resource (Woodland - Non-Traditional)																
Integrated Resource Mgmt Dip.	0	1													1	100
Integrated Resource Mgmt Dip.	1	19	5	26	2	11	1	5	2	11	1	5			4	21
Integrated Resource Mgmt Dip.	2	53	17	32	13	25	1	2	3	6					15	28
Total		73	22	30	15	21	2	3	5	7	1	1			20	27
Cert./Dip. On Campus Total		1140	325	29	167	15	30	3	116	10	47	4			532	47

	Stu Type	Total Enrol.	Total Grads	Aboriginal		Metis		Non-Status		Status		Disabled		Visible Minority		Women	
			#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
WOODLAND - GRADUATES																	
Applied Arts (Woodland - Non-Traditional)																	
Audiovisual Technician I	1	22	4	2	50	1	25			1	25					1	25
Audiovisual Technician II	1	3															
Audiovisual Technician II	2	12	4														
Ceramist	1	14															
Ceramist	2	13	1														
Weaver	1	6															
Weaver	2	4	1														
Total		74	10	2	20	1	10			1	10					1	10
Business (Woodland - Non-Traditional)																	
Business Admin:Accountant	1	27															
Business Admin:Accountant	2	60	5														
Business Administration: Cert	1	8	7													5	71
Business Admin:Manager	1	27															
Business Admin:Manager	2	19	4									1	25			1	25
Business Computer Programmer	1	37	6													4	67
Business Computer Programmer	2	1															
Office Tech: Accounting Clerk	1	11	1													1	100
Office Tech: Computer Clerk	1	47	9	1	11					1	11					9	100
Office Tech: Clerk Typist	1	33	11	3	27	1	9			2	18	1	9			11	100
Office Tech: Legal Steno	1	10	3													3	100
Office Tech: Medical Steno	1	12	2													2	100
Office Tech: Stenographer	1	2															
Total		294	48	4	8	1	2			3	6	2	4			36	75
Business (Meadow Lake - Non-Traditional)																	
Office Tech: Computer Clerk	1	9															
Office Tech: Clerk Typist	1	14	7													7	100
Total		23	7													7	100
Business Total		317	55	4	7	1	2			3	5	2	4			43	78
Community Services (Woodland - Non-Traditional)																	
Chemical Dependency Worker	1	19	4													4	100
Chemical Dependency Worker	2	30	8									1	13			3	38
Corrections Worker	1	47	5	1	20	1	20									3	60
Corrections Worker	2	25	19	7	37	4	21	2	11	1	5					7	37
Early Childhood Development	1	43	12	2	17	1	8			1	8					12	100
Early Childhood Development	2	2	2													2	100
Early Childhood Dev. Diploma	1	1															
Early Childhood Dev. Diploma	2	26	9													9	100
		193	59	10	17	6	10	2	3	2	3	1	2			40	68
Community Services (Meadow Lake - Non-Traditional)																	
Chemical Dependency Worker	1	17	5													2	40
Chemical Dependency Worker	2	8	6	1	17	1	17									3	50
Total		25	11	1	9	1	9									5	45
Community Services Total		218	70	11	16	7	10	2	3	2	3	1	1			45	64
Industrial Trades (Woodland - Non-Traditional)																	
Unclassified	1	1															
Carpenter:Pre-Employment	1	37	16	8	50	2	13			6	38						
Cosmetologist:Pre-Employment	1	58	21	8	38	5	24	2	10	1	5					21	100
Electrician	1	34	11	5	45	5	45										
Electronics Service Technician	1	36	4	3	75	3	75										
Micro-Electronics Technician	1	37	13	1	8	1	8									3	23
Outdoor Power Eqp. Lawn&Garden	1	13	3									1	33				
Outdoor Power Eqp. Motorcycle	1	22	6									2	33				
Outdoor Power Eqp. Motorcycle	2	1															
Outdoor Power Eqp. Marine Tech	1	25	4														
Outdoor Power Eqp. Snowmobile	1	15	4														
Outdoor Power Eqp. Snowmobile	2	1															
Professional Cook: Pre-Employ	1	59	13	4	31	1	8			3	23	1	8			6	46
Short Order Cook	1	11	4	2	50					2	50						
Truck & Transport Mech. Repair	1	33	18	4	22	2	11	1	6	1	6						
Welder:Pre-employment	1	38	16	3	19	2	13	1	6			2	13				
Total		421	133	38	29	21	16	4	3	13	10	6	5			30	23
Industrial Trades (Meadow Lake - Non-Traditional)																	
Carpenter:Pre-Employment	1	12															
Professional Cook: Pre-Employ	1	8	2	1	50	1	50									1	50
Short Order Cook	1	2															
Heavy Equipment Mechanic		15	2														
Total		37	4	1	25	1	25									1	25
Industrial Trades Total		458	137	39	28	22	16	4	3	13	9	6	4			31	23
Natural Resource (Woodland - Non-Traditional)																	
Integrated Resource Mgmt Dip.	0	1															
Integrated Resource Mgmt Dip.	1	19															
Integrated Resource Mgmt Dip.	2	53	21	5	24	4	19			1	5					3	14
Total		73	21	5	24	4	19			1	5					3	14
Cert./Dip. On Campus Total		1140	293	61	21	35	12	6	2	20	7	9	3			123	42

WOODLAND - WITHDRAWALS

	Stu Type	Total Enrol.	Total Withdrawals #	Total Withdrawals %	Aboriginal #	Aboriginal %	Metis #	Metis %	Non-Status #	Non-Status %	Status #	Status %	Disabled #	Disabled %	Visible Minority #	Visible Minority %	Women #	Women %
Applied Arts (Woodland - Non-Traditional)																		
Audiovisual Technician I	1	22	1	5														
Audiovisual Technician II	1	3																
Audiovisual Technician II	2	12	6	50	1	17			1	17			1	17			2	33
Ceramist	1	14	2	14													2	100
Ceramist	2	13																
Weaver	1	6	3	50	1	33					1	33					3	100
Weaver	2	4																
Total		74	12	16	2	17			1	8	1	8	1	8			7	58
Business (Woodland - Non-Traditional)																		
Business Admin:Accountant	1	27	5	19	1	20					1	20					3	60
Business Admin:Accountant	2	60	12	20	2	17	1	8			1	8					6	50
Business Administration: Cert	1	8	4	50	2	50	1	25			1	25					1	25
Business Admin:Manager	1	27	6	22	5	83	2	33	2	33	1	17					3	50
Business Admin:Manager	2	19	7	37														
Business Computer Programmer	1	37	11	30	3	27	3	27									6	55
Business Computer Programmer	2	1																
Office Tech: Accounting Clerk	1	11	4	36									1	25			4	100
Office Tech: Computer Clerk	1	47	9	19	3	33	2	22			1	11					9	100
Office Tech: Clerk Typist	1	33	8	24	3	38	2	25	1	13			1	13			8	100
Office Tech: Legal Steno	1	10	3	30													2	67
Office Tech: Medical Steno	1	12	6	50	2	33	2	33									6	100
Office Tech: Stenographer	1	2																
Total		294	75	26	21	28	13	17	3	4	5	7	2	3			48	64
Business (Meadow Lake - Non-Traditional)																		
Office Tech: Computer Clerk	1	9	1	11	1	100					1	100					1	100
Office Tech: Clerk Typist	1	14	2	14													2	100
Total		23	3	13	1	33					1	33					3	100
Business Total		317	78	25	22	28	13	17	3	4	6	8	2	3			51	65
Community Services (Woodland - Non-Traditional)																		
Chemical Dependency Worker	1	19	1	5													1	100
Chemical Dependency Worker	2	30	7	23	1	14	1	14									2	29
Corrections Worker	1	47	3	6	2	67	2	67										
Corrections Worker	2	25	3	12	1	33	1	33									1	33
Early Childhood Development	1	43	12	28	7	58	4	33			3	25	1	8			11	92
Early Childhood Development	2	2																
Early Childhood Dev. Diploma	1	1	1	100													1	100
Early Childhood Dev. Diploma	2	26	9	35	1	11					1	11					9	100
		193	36	19	12	33	8	22			4	11	1	3			25	69
Community Services (Meadow Lake - Non-Traditional)																		
Chemical Dependency Worker	1	17	4	24	2	50					2	50					3	75
Chemical Dependency Worker	2	8																
Total		25	4	16	2	50					2	50					3	75
Community Services Total		218	40	18	14	35	8	20			6	15	1	3			28	70
Industrial Trades (Woodland - Non-Traditional)																		
Unclassified	1	1																
Carpenter:Pre-Employment	1	37	14	38	9	64	2	14	1	7	6	43						
Cosmetologist:Pre-Employment	1	58	9	16	4	44	1	11	1	11	2	22					8	89
Electrician	1	34	13	38	6	46	3	23			3	23						
Electronics Service Technician	1	36	8	22	1	13	1	13					1	13				
Micro-Electronics Technician	1	37	6	16	2	33					2	33	3	50				
Outdoor Power Eqp. Lawn&Garden	1	13																
Outdoor Power Eqp. Motorcycle	1	22	1	5														
Outdoor Power Eqp. Motorcycle	2	1																
Outdoor Power Eqp. Marine Tech	1	25	2	8	1	50	1	50										
Outdoor Power Eqp. Snowmobile	1	15																
Outdoor Power Eqp. Snowmobile	2	1																
Professional Cook: Pre-Employ	1	59	16	27	14	88	8	50	2	13	4	25						
Short Order Cook	1	11	6	55	5	83	3	50			2	33	1	17			1	17
Truck & Transport Mech. Repair	1	33	8	24	5	63	2	25	1	13	2	25						
Welder:Pre-employment	1	38	5	13	2	40	1	20			1	20					1	20
Total		421	88	21	49	56	22	25	5	6	22	25	5	6			10	11
Industrial Trades (Meadow Lake - Non-Traditional)																		
Carpenter:Pre-Employment	1	12	3	25	3	100	1	33	1	33	1	33					1	33
Professional Cook: Pre-Employ	1	8																
Short Order Cook	1	2	1	50	1	100					1	100					1	100
Heavy Equipment Mechanic	1	15	1	7														
Total		37	5	14	4	80	1	20	1	20	2	40					2	40
Industrial Trades Total		458	93	20	53	57	23	25	6	6	24	26	5	5			12	13
Natural Resource (Woodland - Non-Traditional)																		
Integrated Resource Mgmt Dip.		1																
Integrated Resource Mgmt Dip.	1	19																
Integrated Resource Mgmt Dip.	2	53	9	17	3	33	2	22			1	11						
Total		73	9	12	3	33	2	22			1	11						
Cert./Dip. On Campus Total		1140	232	20	94	41	46	20	10	4	38	16	9	4			98	42

APPENDIX C

SIAST Education Equity Policy

SIAST
SASKATCHEWAN INSTITUTE OF APPLIED SCIENCE AND TECHNOLOGY

SUBJECT:	CATEGORY	NO.
SIAST Education Equity Policy	Student Affairs	502

PREAMBLE

The SIAST Education Equity Committee (SEEC) has drafted the following policy to ensure coordination and consistency among Institutes within the framework of a devolved system. The policy is a result of numerous consultations with the SEEC in the past four months, and is a reflection of consensus among committee members.

SMT endorsed this policy on April 12, 1994.

POLICY

SIAST intends to assure access to adult and post-secondary educational opportunities by potential students such that the proportions of targeted equity groups to the total student body are the same as in the working age population of Saskatchewan; and such that the rate of success of students in targeted education equity groups is the same as for the student body as a whole.

Targeted equity groups at the present time include:

(a) persons of aboriginal ancestry;
(b) persons with disabilities;
(c) women; and
(d) members of visible minorities.

GUIDELINES

1. SIAST should identify and remedy discriminatory practices with respect to students and prospective students, and in particular, those who are members of groups designated for education equity.

2. SIAST should provide a diverse range of services and activities that promote the participation and the success of designated groups of students, and which counteract discriminatory practices.

3. These services and activities may vary from institute-to-institute as appropriate depending on students' needs, staff needs, the nature of programs and services, and the particular culture of an institute.

4. SIAST should develop strategies for identifying and breaking down systemic barriers to access and to success on the part of designated groups of education equity students.

5. SIAST should maintain an education equity agreement with the Saskatchewan Human Rights Commission to facilitate constructive scrutiny by an external agency and to assist in promoting SIAST as an institution dedicated to education equity for students and prospective students.

6. SIAST should consult with the Saskatchewan Human Rights Commission in finalizing its annual plan.

7. SIAST should remain committed to research and development in the application of organizational strategies and androgogical techniques that will assist in achieving the goals of this Policy.

8. Institutes should participate on a SIAST-wide Committee to ensure that SIAST has a coordinated approach to Education Equity.

    8.1 A major role of the SIAST Education Equity Committee (SEEC) shall be annually recommending a set of broad goals for consideration and approval of the Senior Management Team (SMT).

    8.2 A major role for all institutes should be to provide relevant input to SEEC in recommending annual goals for SIAST, and in developing SEEC projects.

    8.3 A major role of SEEC should be to ensure that SIAST-wide projects called for within the broad annual goals are carried out; for example: research, compilation of special reports, and preparation of the Annual Report to the Saskatchewan Human Rights Commission.

    [Complete terms of reference for the Committee (SEEC) and for institute equity committees are provided elsewhere in these Procedures established for the implementation of this Policy.]

9. The institutes should cooperate to ensure that SIAST has a unified strategy for facilitating access and success by targeted groups of students.

10. The institutes should work together to ensure that SIAST as a whole can remain accountable to internal and external stakeholders.

11. Each institute should be accountable to the President for developing and providing effective programs and services within the broad education equity goals approved annually by SMT.

12. Availability of special funding for education equity must not displace existing, base-funded accommodation of education equity at the institutes or in the Secretariat.

13. SIAST should ensure that the Education Equity Program, as well as any guidelines for applying for special funding, are well publicized to students, prospective students, and staff.

APPENDIX D

SIAST EDUCATION EQUITY

Broad Goals and Objectives

1994-95

SIAST EDUCATION EQUITY

Broad Goals and Objectives for 1994-95

The Broad Goals and Objectives are reproduced in this Appendix. For many of the goals and objectives, SEEC and or the IEECs initiated strategies which are not reported elsewhere in the document.

1. Review the special measure of seat reservation incorporating set target levels for designated groups for the year 1994/95.

SEEC

The seat reservation percentages are revised annually at SEEC in consultation with IEEC's, and approved at SMT.

2. Develop a strategy to accommodate Adult Basic Education (ABE), Apprenticeship and Extension programs within the Education Equity framework, taking into consideration the special issues of purchased seats in ABE, lower student numbers and tight timelines to provide accommodation for Apprenticeship students, the geographic location of Extension Programs, and limited funding for accommodations.

ABE

SEEC

The ABE research project identified five major issues related to the integration of education equity into ABE. Action is already taking place at each institute to resolve these issues. SMT authorized formal integration of ABE and education equity. Representatives from ABE sit on the institute education equity committees.

Kelsey

Enrolment data indicates that ABE student demographics exceed the designated student group demographics in the general population, therefore, the need for designated seats is currently not an issue.

The ABE program has access to all funding and projects of the Kelsey Education Equity Committee.

Adult Basic Education provides a Special Needs Assistance Program (SNAP) whereby tutorial sessions, exam and other accommodations are provided to equity ABE students. Learning specialists are employed to work in the SNAP Centre, these learning specialists liaise extensively with the learning specialists in the Learning Assistance Centre (LAC) and students are referred to the most appropriate service.

Equity ABE students access personal, career, and aboriginal counsellors employed in the ABE Department.

Palliser

ABE is well represented on the PEEC. Participation of persons in the designated groups exceeds demographic targets. Although not initially included for funding support, ABE students have been accommodated through the services of a learning specialist, tutors and the Direct Student Access Fund.

ABE is offered at an adjacent SIAST building which is not presently freely accessible. It is anticipated that an elevator to provide handicapped accessability to this building will be installed in 1995-96. To accommodate an elevator, electrical upgrading was necessary. The electrical component was completed in the 1994-95 budget year.

Wascana

Enrolment data indicates that ABE student demographics exceed the designated student group demographics in the general population.

Woodland

ABE and Extension have been included in all equity initiatives.

Extension

SEEC

Identification of issues with the expected formal integration of Extension and education equity was discussed at the Extension Services workshop in March. An action plan to resolve those issues was developed in consultation with Extension deans following. Work on this action plan will continue in 1995-96. The present education equity staff complement at each institute could be insufficient to provide hands-on services in ABE and Extension. The effective provision of services throughout the province will require the expansion of partnerships with Regional Colleges and other academic partners.

Kelsey

Extension students registering in classes within Saskatoon are provided with the same accommodations and access to services that certificate and diploma students receive. Extension consultants contact Student Services to arrange the appropriate accommodations. Funds for such services are provided from the Direct Student Access Fund.

Palliser

Apprenticeship and Extension programs are included within the institute education equity framework. Accommodations include invigilators, tutors and extended exam time.

Wascana

Wascana was the first institute to formally incorporate extension in education equity.

Apprenticeship

SEEC

The Principal responsible for education equity sits on the Provincial Apprenticeship Board and Apprenticeable Trades Coordinating Group, Inc. (ATCoG). The Provincial Apprenticeship Board participated in a workshop on education/employment equity. The development of a Board strategy to promote the increased participation of designated group persons in Apprenticeship is pending.

Kelsey

Apprentices are provided with the same accommodations and access that regular certificate and diploma students are.

Apprentices who are experiencing difficulty in their program of studies are referred to or voluntarily visit the Learning Assistance Centre for assessment and/or prescriptive assistance.

The Apprenticeship and Trade Certification Branch liaise extensively with the Learning Assistance Centre regarding the needs of individual apprentices.

3. Identify possible accommodations for the qualified mentally challenged under the disability category and recommend schedules for feasible implementation.

SEEC

Students with intellectual disabilities have always taken part or complete SIAST programs. As well, programming specifically for this client group is offered, usually with a job readiness focus. Individual accommodations have been provided as necessary. The term intellectually disabled may be adopted rather than mentally challenged. Development of further strategies specifically for these persons will occur in 1995-96.

Kelsey

Kelsey Institute has had few intellectually disabled students apply for programs to date. The KEEC is cooperating with the SEEC in investigating the inclusion of this group in a more formal procedure.

Palliser

ABE has a two-phase Living Skills for Special Abilities People program which has operated successfully in Moose Jaw for several years. The objective is to achieve non-sheltered gainful employment for the mentally challenged. The program is funded by VRDP and is considered a model for the province. The program is presently being reviewed by a consultant at the minister's request.

One of the concerns to be addressed is that 18, 28 and 38 classes do not qualify students for grades 10, 11, or 12 classes, consequently, minimum standards for SIAST eligibility cannot be met.

4. Determine reasons for Equity Student drop-out and implement measures that fall within the Equity mandate to improve retention.

SEEC

A review of the non-completer survey conducted in early 1994-95 began this year and will be completed in 1995-96. Initial review of the survey indicated that equity students fail to complete programs for similar reasons to other students. Many of these suggestions to improve retention, such as study skills, liaison between equity and other program staff already occur. Racism, sexism, prejudice, and harassment were not cited as major reasons for non-completion.

A survey was conducted with women students and graduates from predominantly male programs. The purpose of the survey was to obtain feedback and gather information on student needs, staff training needs and how to improve recruitment. Data about retention issues was also collected.

In the survey 73% of students found instructors attitudes' positive towards women, while 65% found male classmates attitudes' positive. Many comments indicated the need for female role models and instructors. 61% of women students felt free from harassment in their program. 59% of students and 80% of graduates agree that instructors appear understanding of being a women in a predominantly male program. As can be determined from the survey, women students are experiencing success at SIAST, however there still needs to be an improved learning environment so more women can achieve their goals.

Kelsey

All students with disabilities generally meet with the equity counsellor prior to or at the beginning of their studies to familiarize themselves with services available. The provision of the Direct Student Access Fund has enabled students to receive tutoring and other related accommodations. The provision and coordination of services from the Learning Assistance Centre (LAC) has been instrumental in the early identification of learning issues for equity students. Instructors and students access the learning specialists in the LAC whenever necessary.

Aboriginal students have sometimes felt a lack of community at the institute. The Native Student Centre and club provides this sense of community and plans aboriginal cultural events for these and other students.

Female students in predominantly male programs have identified what they perceive as barriers to their retention in programs. These barriers were identified by survey and faculty have made efforts to change language and shop decorum to address these issues.

The Kelsey Students' Association has an elected Equity Representative who represents student equity issues at the student government level. This prominence has brought home the concept of equity as being a natural part of our student body and life.

Palliser

New "program withdrawal" forms have been created to assist the registrar to gather data on reasons for non-completion. The counselling department have been requested to implement mandatory exit interviews. It is anticipated that meaningful data will not be available until the 1995-96 academic year.

Wascana

Student Services and the Registrars Office have been asked to determine the need for an Equity Student Scholarship Fund. A survey of equity students and graduates to determine satisfaction levels, success factors and issues for resolution was recently completed. A handbook for equity students is being developed. Guidelines for academic support to education equity students were also completed. Emergency evacuation procedures were reviewed to ensure the access needs of education equity students. The Psychiatric Nursing program has developed a Traditional Healing learning guide for students. Whenever possible, tutors are recruited who reflect the education equity student population. In 1994-95, 55 tutors worked with 73 students.

Woodland

Most staff participated in training on harassment issues. A curriculum on harassment for students was completed. Special events are conducted to raise awareness about equity issues, Louis Riel Day in November; an event to discourage violence against women in December; aboriginal graduates are profiled in January; International Womens Day in March; and, Celebrating our Differences week in March. Information about programs and services available were distributed to aboriginal funding agencies. Examination of curriculum materials for cultural and gender relevance have begun in the Early Childhood Development program. A Metis history module is being developed. A facilities audit and review of emergency procedures to ensure equity student access were referred to management council. Support services for aboriginal students were increased; an aboriginal tutor; and a female counsellor are now available. A handbook about learning disabilities was distributed to all staff, and workshops were delivered. A workshop on communication and harassment was conducted for Industrial and Technology divisions. An assessment to determine the needs of ABE equity students is underway.

5. Evaluate present entry tests to identify possible systemic barriers to designated group students (e.g., CTBS, Nelson Denny).

SEEC

This project began in 1994-95 with an initial review of the pre and post admission entry tests used through SIAST. Further work will continue in 1995-96. Concern exists about several of the tests used, Canadian Test of Basic Skills, Nelson Denny Reading Test, General Aptitude Test Battery, Tests of General Education Development and others. These concerns need to be validated via scientific analysis and alternatives identified. This project will take several years to complete and will require cooperation throughout many divisions and departments.

Kelsey

Kelsey Institute employs a number of Learning Specialists in ABE and the certificate and diploma programs who have training in psychoeducational assessment. This group of individuals meets regularly and provides expertise to instructors on appropriate testing tools, information on test design and appropriate accommodations.

Palliser

The Technology Division is considering the use of Differential Aptitude Testing (DAT). The data would be gathered only at the initial stage and not be used as a basis for student selection until reliable criteria could be established.

The General Aptitude Test Battery (GATB) and the General Educational Development (GED) testing is still used for adult admissions. There is concern regarding the possibility of a cultural bias.

6. Based on Education Equity needs; develop programs/activities regarding interaction with, and instruction of students which can be coordinated with the activities of other agencies (i.e. SGEU).

SEEC

Consultation with other agencies is an ongoing activity. A database of agencies is being developed for SIAST use.

Kelsey

The Kelsey Students' Association Equity Coordinator sits on the KEEC and joint activities are undertaken during the year.

Palliser

Palliser counselling staff maintains dialogue with VRDP and SDHHS agencies regarding ongoing student accommodations.

Wascana

Regular contact with funding agencies such as VRDP and SDHHS is maintained.

7. Review and develop the role of central SIAST coordination.

SEEC

This is reviewed annually when planning occurs for subsequent years' activities. the function of the SIAST Committee and its relationship to institute committees is analyzed. The SIAST education equity facilitator was re-instituted as a full time position in 1994.

Kelsey

Kelsey Institute Education Equity Committee has recommended that the central SIAST Education Equity Coordinator be maintained.

8. Enhance the data collection system for Education Equity students including (1) disability categories, (2) accommodations required in instruction, exams, programs and facilities and; (3) leaver information.

SEEC

Work to enhance the present data collection is underway. A process of tracking students and services provided, with restricted access to other than equity and registrars staff should be completed in 1995-96.

Kelsey

Data regarding disabled students and on accommodations is kept current by assigned Kelsey staff.

9. Develop bridging/transition programs for Equity students to address their identified needs. Possible categories: basic skills, terminology, utilizing accommodations, assertiveness, self-advocacy, and adoption to deficiency models of information transfer including lecture, modelling, demonstration and self-study methods.

SEEC

This is an ongoing activity which occurs at the institute level. Student orientations, study skills sessions, assertiveness training, coaching in self-advocacy all occur. Such projects as the Glossary of Terms and tools for mechanical and technical training will help to better prepare students if they lack prior work experience or exposure.

See below, Section 10 - Special Measures and Section 12 - SIAST Education Equity Special Fund

Kelsey

An adhoc committee of involved instructors and counsellors has been struck to seek funding for a bridging program for learning disabled students. This is being done in cooperation with the Learning Disabilities Association of Saskatchewan.

10(a). Identify exit issues and develop strategies to address these issues for the following:

- equity students who require external certification/registration for employment;
- those equity students entering employment who do not require external certification/registration.

SEEC

A survey of those programs whose students require additional certification after graduation was conducted to identify exit issues for education equity students. Many of the programs for where students require further certification upon graduation already consult with those certifying bodies to make provision for such things as test accommodation. The Apprenticeship and Trade Certification Branch consults on and provides test accommodation in cooperation with SIAST.

Palliser

A comprehensive identification of exit issues have not been yet identified. The cooperation of all instructors will be required to compile classroom experiences along with leaver data anticipated to be available next year.

Wascana

The Career Development program enrolment is approximately 30% education equity students. For the work placement portion of the program, a concerted effort is made to access employers who support equity goals.

(b). Identify strategies for orientation of students and employers.

SEEC

This is an ongoing activity which occurs at the institute level. Advisory Boards discuss issues related to equity at their meetings with SIAST staff.

See Section 10 - Special Measures for more information.

11(a). Consult with SIAST Employment Equity personnel to identify issues common to Employment and Education Equity at SIAST.

(b). Develop strategies to reduce inequities (i.e. gender) through consultation between Education Equity and Employment Equity.

SEEC

The following issues were identified as requiring joint resolution beginning in 1994-95:

1. harassment policy development;
2. staff training on harassment issues;
3. development of the employment equity plan with education equity input; and
4. development of a strategic training plan for staff on equity issues.

SEEC representatives jointly participated in the development of a DRAFT Harassment Policy for SIAST.

Representatives from SEEC are sitting on employment equity committees to assist in the development of the Employment Equity Plan.

Wascana

A request to integrate education equity into hiring by developing job interview questions about equity/diversity has been sent to human resources.

12. Review the internal allocation of the Education Equity Fund and the future requirements for Equity Funding, paying particular attention to central administrative costs, funds directly accessible to students, and allocations to the four institutes and SEEC.

SEEC

The allocations from the Education Equity Fund to the Special Fund, Direct Student Access Fund and Administration are reviewed annually when doing planning for subsequent years. In order to eliminate duplication of projects and to ensure that all four institutes benefit from some of the excellent projects initiated at each institute, a more effective method of sharing information about projects needs to be developed.

Palliser

PEEC has already approved the commitment of $64,000 towards 1995-96 projects.

Wascana

Wascana is analyzing the distribution of its equity funding to the four designated groups.

A proposal evaluation has been drafted. Wherever possible the integration of education equity is encouraged in program proposals. Recommendations for salaries/or readers, proctors, tutors, etc., were forwarded to management council.

13. Develop, implement, and review a SIAST-wide procedure by which a "student' would request direct funding accommodations. This would include the approval process and criteria. (Early priority)

SEEC

The Direct Student Access Fund was a new initiative this year.

See Section 13.6 and Appendix F.

Kelsey

The Direct Student Access Fund was depleted at Kelsey Institute in early January, 1995. This fund was supplemented by a contingency fund from the education equity Special Fund. Carry over of any unused portion of the Special Fund is essential.

Wascana

Draft policy and procedures have been developed for the Direct Student Access Fund.

14(a). Develop and maintain cooperation with Saskatchewan University and Technical Institute Liaison (SUTIL) and other recruiting agencies in order to promote the SIAST Education Equity Program.

SEEC

Occurs routinely at the institutes.

(b). Develop and maintain an effective communications strategy for Education Equity in order to maximize the numbers of SIAST education equity students that may benefit from the program.

SEEC

An internal and external communications strategy was developed, including the development of new promotional materials.

Some IEEC's have been asking for a communications system to be established so that resource sharing can occur better between the committees. Ideas to resolve this are: have IEEC members attend SEEC meetings when the SEEC visits each institute, share minutes of IEEC meetings with all institutes, IEEC members visit neighbouring institute IEEC meetings. These and other processes will be encouraged in 1995-96.

Palliser

Palliser is producing a videotape to recruit equity students into programs.

A brochure was distributed to promote Palliser's Aboriginal Counselling Centre.

A one day orientation is conducted by the Counselling Centre for equity students.

Wascana

An aboriginal recruitment project was completed by Core Nursing. Recommendations will be presented in 1995-96. Women students in ABE taking math, science and computer science courses are being tracked and recruitment strategies being developed.

Woodland

Aboriginal recruitment strategies include: a series of career information and admission testing meetings in the north; the availability of a half time counsellor; and, the TEAMS program. Other meetings and a high school counsellors workshop are held annually. The GETT program was expanded. A video about predominantly male occupations and SIAST training opportunities for women was distributed to school counsellors. A mentoring program is established for SIAST women students with the Business and Professional Women's Club.

(c). Develop an information system which will educate the staff and students on Education Equity issues, i.e. newsletter, pamphlets, workshops, and curriculum.

SEEC

This is part of the Communication Strategy which will be expanded in upcoming years. The Communicator provides a means of communicating with staff and students across SIAST and other agencies. Other strategies such as the expanded Faculty Handbook, and contributions to institute publications are also helpful.

Kelsey

Institute newsletters and the Kelsey Students' Association "Scanner" regularly include equity articles.

Wascana

A Communications Plan was developed by the institute education equity committee. The vision is being communicated to all employees.

Woodland

A handbook of definitions on reasonable accommodation has been completed.

15. Incorporate as a component of the regular SIAST Program Reviews a review of curricula to assure appropriateness for equity students.

SEEC

A plan to incorporate review for systemic bias into the present Program Review process received initial approval at SEEC. It will be initiated in 1995-96 and will require broad SIAST approval.

See Section 10.2 - SIAST Education Equity Committee Activities

16. Identify facility problems and requirements for Equity Students and make recommendations to the appropriate agencies.

SEEC

This occurs routinely at the institutes level. See Section 14 - Terms and Conditions. Each institute has developed priority lists of facility requirements which now include the needs of designated group members. Renovations are made annually dependent on urgency and monies available.

Kelsey

Representatives of advocacy organizations sit on the facilities subcommittee and make recommendations about facility problems.

17. Identify and provide appropriate accommodations for Visible Minority Students.

SEEC

The barriers identified through the recently completed visible minorities research project were:

- inadequate English language - preparation for post-secondary technical training;
- a need for models which fairly evaluate foreign credentials and prior learning; and,
- a need to review entrance tests for systemic bias.

The lack of designated seating for visible minority students was not identified as a barrier to admission in the survey.

Several of these issues have been referred elsewhere within SIAST for resolution. The registrars were instrumental in initiating action on these issues:

English language preparation - identification of English language training directly related to post secondary training will occur in 1995-96, via SEEC utilizing other SIAST expertise.

Evaluation of foreign credentials - The Department of Education, Training and Employment has negotiated with Alberta to acquire the services of IQAS (the International Qualification Assessment Services) adapted for Saskatchewan. Applicants will pay the individual assessment fee.

Assessment of prior learning - A SIAST wide initiative is developing an assessment process. This project began in 1994 and may take several years to complete.

Review of entry tests for systemic bias - This review began in 1994-95 in consultation with Registrars. See Term and Condition 5 above.

See Section 10 - Special Measures which describes institute specific activities for visible minority students.

Kelsey

The KEEC has deliberated on the provision of English as a Second Language instruction to visible minority students as the registrars have clearly indicated that students must have necessary standing in English for admission to programs.

Palliser

Accommodations for visible minority students have included: extending exam time, and tutorials. It has been observed that some visible minority students elect not to self declare and prefer non-preferential treatment.

Wascana

It has been observed that some visible minority students elect not to self declare and prefer non-preferential treatment.

18. Investigate alternate (non-SIAST) sources of funding for Education Equity activities.

SEEC

This occurs routinely at the institutes.

Kelsey

Kelsey Institute has submitted a request to the Kelsey Institute Foundation Campaign to raise funds that would be designated for equity activities. This request has been included in the Foundation's campaign.

A recent proposal to Saskatchewan Education, Training and Employment by Kelsey Institute resulted in $20,000 worth of computer equipment from the Neil Squire Foundation being donated to Kelsey Institute. This Speech Assisted Reading and Writing, "SARAW" equipment will allow individuals with communication disorders to access written information via a computer. Four complete stations with various input devices are currently in use in the Learning Assistance Centre at Kelsey. Further proposals will be submitted to various agencies to further enhance the SARAW program.

Palliser

The PEEC is developing a strategy to approach local Service Clubs to enlist their support of the proposed Barrier Free Residence and the sponsorship of students with special needs whose costs exceed the Direct Student Access Fund.

19. Develop linkages with external stakeholders to develop program and policy strategies (ongoing communication essential).

SEEC

Occurs routinely at the SEEC and the institutes. Consultation occurs regularly with the Saskatchewan Human Rights Commission, Vocational Rehabilitation of Disabled Persons (VRDP), and others as required.

Kelsey

Consultation with organizations in Saskatoon that represent new Canadians and visible minority persons have taken place.

20. Develop SIAST and Institute Education Equity Policy Manuals.

SEEC

The SIAST Policy and Procedure Manual has recently been revised.

Wascana

A collection of education equity documents is being gathered. Policy and procedures for the education equity committee are being developed.

21. That SEEC and the institutes make a thorough investigation of existing and possible additional accommodations for physically disabled.

SEEC

Each institute and SEEC conducts this investigation routinely. One of the resources used is the Internet to find various technical aids, or make contact with other institutions to gather information on methods and procedures.

Palliser

Palliser is conducting a needs assessment for a Barrier Free Residence for education equity students. A four unit Barrier Free residence is proposed adjacent to Palliser Institute. PEEC has dedicated $25,000 towards the project, the City of Moose Jaw has promised $16,000 and SPMC has donated the land. We anticipate considerable community support of the project. Residents would pay rent at comparable community rates.

APPENDIX E

GOALS,

APPROVAL PROCESS,

ELIGIBILITY CRITERIA

AND

PROPOSAL FORMAT FOR

SPECIAL FUND PROJECTS

SEEC-JUNE 1994
(Revised As Per New Policy
Approved By SMT May 1994)

THE SIAST EDUCATION EQUITY PROGRAM SPECIAL FUND ELIGIBILITY CRITERIA AND APPROVAL PROCESS

INTRODUCTION

The goal of the SIAST Education Equity program is to assure the participation of designated students at the levels they exist in the adult population of Saskatchewan. The program (1) takes measures to identify, eliminate, or reduce systemic practices which may have the effect of creating discriminatory barriers for members of the designated groups; and (2) provides special measures which will increase opportunities and support for designated group students.

Special measures under the Education Equity program focus on services and activities that promote the participation and success of designated group students in: **recruitment, admissions, retention, follow-up and staff development.**

For 1994/95, SIAST has allocated 1% of its base budget as special funding to support Education Equity initiatives over and above those provided by regular Institute funds. This money has been allocated as follows:

Special Fund:	$88,200--to each Institute Education Equity Committee $50,000--to the SIAST Education Equity Committee
Direct Student Access:	$ 9,800 to each Institute Education Equity Committee
Program Support:	Balance of 1% of grant

A. Eligibility Criteria

The criteria referred to here apply to the Special Fund only. Separate criteria are being developed for Direct Student Access. Program Support is determined by the Secretariat.

The Special Fund can be used for such things as special projects, staffing, training, promotional activities, and research, provided that:

1. they not displace existing base funding for Education Equity at the Institutes or the Secretariat,
2. they fall within the broad goals and objectives established annually by SIAST,
3. unnecessary duplication of projects is avoided where possible, and
4. efficient use of the fund is ensured by informing other Institutes, through SEEC, about special projects which might benefit all.

B. Proposal Development

The Institute Education Equity Committees (IEEC) receive and coordinate the development of institute proposals.

The SIAST Education Equity Committee (SEEC) receives and co-ordinates the development of SIAST-wide proposals.

C. Proposal Approval

The Institute Education Equity Committee approves institute proposals. These are forwarded through the SIAST Education Equity Committee to SMT.

The SIAST Education Equity Committee approves SIAST-wide proposals and forwards all proposals to SMT.

D. Proposal Revision

Modifications to an approved proposal must return to the SIAST Education Equity Committee or the Institute Education Equity Committee (whichever committee is appropriate) for approval.

E. Monitoring/Evaluation

The Chair of the Institute Education Equity Committee will be responsible for monitoring the implementation of approved IEEC proposals. A status report will be included in the Mid Year Progress Review.

The Chair of the SIAST Education Equity Committee will be responsible for monitoring the implementation of approved SEEC proposals. A status report will be included in the Mid Year Progress Review.

Upon completion of a project, the appropriate Chair will provide the SIAST Education Equity Committee with a summary including final cost, description of materials produced, and an indication whether the project met objectives and recommendations forthcoming from the project.

The Chair of the SIAST Education Equity Committee will provide the designated Principal with regularly updated status reports on all approved projects, and a final report on the Education Equity Special Fund will be included in the Year-End Report to SMT.

Proposal No _____
Date Approved _____
Revised Date _____
Budget Approved $_____
Revised Budget $_____
Org # Assigned _____

SIAST EDUCATION EQUITY PROGRAM
SPECIAL FUND PROPOSAL FORMAT

Proposed by: _____ To be supervised by: _____

Date: _____ ☐ IEEC _____ ☐ SEEC

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1. **Proposal:** *Briefly describe what is being proposed, e.g. To develop a peer tutor program to train students who volunteer to assist equity students.*

2. **Rationale:** *Detail the evidence of the need that supports the proposal.*

3. **Goals:** *Is the proposal consistent with the goals and objectives established annually by SIAST? What key stakeholders will benefit, either directly or indirectly (eg. equity students, faculty, staff, agencies, the public)? Does this proposal displace existing base funding for Ed Equity? Are other institutes doing similar projects, which could be combined with this one? What are the expected outcomes from offering this project?*

4. **Resources:** *Identify staffing; required external resources needed; and possible impact on support services.*

5. **Evaluation:** *Follow-up plans.*

6. **Implications:** *Consequences of non-implementation.*

7. **Alternatives:** *Viable alternatives to this proposal. Please list.*

8. **Budget:** *Estimate total cost by category, indicate other sources of revenue, and amount requested from Special Fund.*

APPENDIX F

DIRECT STUDENT ACCESS FUND

CRITERIA

SIAST EDUCATION EQUITY DIRECT STUDENT ACCESS FUND

The SIAST Education Equity Program has special measures in place which seek to ensure equitable access and opportunity for education and training in SIAST programs. The Direct Student Access Fund is designed to allow individual members of designated groups to apply for accommodation that meets their individual need. Typically these accommodations would not be provided under the usual range of services provided by the Institute Education Equity Committee.

How to Access the Fund

1. Contact with a student advisor, instructor, counsellor or equity personnel.

2. Complete the Direct Student Access Form with contact person.

3. The form will be sent for approval and allocation of funds.

Criteria for Accessing the Fund

1. You must be a member of the following designated target groups:

   - A person of aboriginal ancestry
   - A person with a disability
   - A woman in a predominantly male program
   - A person of visible minority

2. You must be a registered SIAST student or in the process of applying to a SIAST program. Reciprocal arrangements will be made for students registered at one SIAST Institute but attending another. The student will apply to the institute where the course is being geographically delivered.

3. You must have applied for and exhausted all other funding sources.

4. You must demonstrate a need.

Conditions

1. Requests will be received, assessed and approved on a continuous, first come first served basis.

2. The Direct Student Access Fund is limited to a fixed amount of money per institute and is not meant to replace funding support already available through other agencies.

3. Requests for funding assistance will not be allowed retroactively and receipts must be submitted.

4. Due to limited funds each student may only access up to $1,500 per year.

5. Any learning assistive devices or technical aids will remain the property of the Institute Education Equity Program.

Examples of items that may be approved:

- Application fees
- Assistive devices to be left at the institute for other students (ie. obus form pads, orthopaedic chairs)
- Personal care attendants (peer/part time)
- Photocopy expenses
- Service providers (ie. tutors, scribes, notetakers, interpreters)
- Software

Examples of items that will not be approved or funded under this fund or any other Education Equity fund:

- Books
- ESL training
- Family living expenses (ie. groceries, travel, daycare, drugs, recreation)
- Medical examination/procedure/treatment (ie. therapist, eye examination)
- Personal devices (ie. wheelchair, knee brace)
- Tuition